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ABSTRACT

This student manual, developed and field tested within a State school for deaf students, was written to help teenagers prepare for the role of parent. The need to talk to the child, or to get others to talk to the child, is stressed. Ten major units, each containing from two to eleven lessons, are presented. Each lesson plan includes a title, objectives, information about the subject of the lesson, vocabulary, and assignment. The units are titled The Preschool Child, The Child's Diary, Importance of the Preschool Years, How Children Learn, Speech and Language Development, Creative Plan, Discipline, Physical and Emotional Development, Safety and Health, and Childhood Group Games. A bibliography is appended. (HD)

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# THE PRESCHOOL YEARS

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March 1977

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## TO THE TEACHER

The most important gift parents can give to the world is a child who has been raised to be a happy and secure human being. The rearing of a child is difficult, but it is one of the most rewarding tasks in the world. Unfortunately, most of our girls and boys today are not trained specifically in this area. And yet adding scientific information to the loving concern of a parent would give enormous help in raising a child. Therefore this manual has been written to help teenagers prepare for the role of parent.

The role of the deaf parent is a difficult one in view of the importance of speech to a child's early development – upon which most of his or her later development depends. This book therefore stresses the need to talk to the child, or to get others to talk to the child. One can scarcely overemphasize the importance of this.

One cannot, however, learn to raise a child exclusively by reading and discussion. One has to apply the knowledge gained to actual, real-life situations. At the Marie H. Katzenbach School, this problem has been solved by having a class of preschool children available for our students to observe and to work and play with. Since statistics have shown that our deaf students will have mostly hearing children, the preschoolers in the class are hearing children.

With deep appreciation I thank my five sons for having taught me first hand many of the principles contained in this book.

Margaret Edeltrude Tyrrell

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## TO THE STUDENT

Some day you will be a parent. This book will teach you things that will help you be a better parent.

You will learn about preschool children – what they need, how they act, and how they change as they grow older. You will learn how you can help them become happy people who get along well with other people. When children grow up to be healthy, happy, and able to succeed in their work, this means that their fathers and mothers have done a good job as parents.

*"I know of no joy in life greater than the joy of seeing a child grow in mind and spirit and body."*

Pearl S. Buck, *The Joy of Children.*
John Day Co., Inc., New York, 1964.

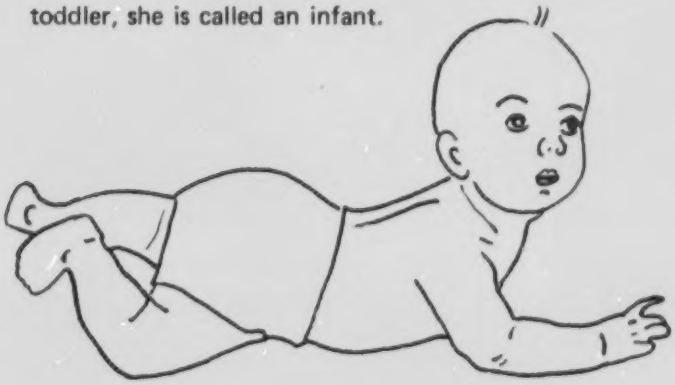
## UNIT I – THE PRESCHOOL CHILD

**What Is a Preschool Child?** **Lesson 1**

---

Objective: You will know what a preschool child is.

Information: The word "preschool" means "before school". A preschool child is a child before she goes to school. She is 2 to 5 years old. Before 2 years, she is called a toddler. Before a toddler, she is called an infant.



**Infant**

Birth to about 1 year -- infant

1 to 2 years old -- toddler

2 to 5 years old -- preschool child

"Infant" is another name for baby. A baby is an infant from birth to about 1 year. When a child begins to walk, at about 1 year, he is called a toddler.

Then the toddler learns to talk and understand more things. He can play games. He can learn to obey and do things for himself and for other people. He has become a preschool child.

Toddler

Preschooler

Vocabulary:

parent -- pâr' ənt -- a mother or father

preschool child -- prē' skül' child' -- a child before he goes to school

preschooler -- prē skül' er -- a child before he goes to school

Assignment:

1. What does preschool mean?

2. What is a preschool child?

3. How old is a preschool child?

4. What is a toddler?

5. What is an infant?

6. Which children will we study in this class?

**How To Study a Preschool Child** **Lesson 2**

---

Objective: You will know some ways to learn about preschool children.

Information: We will study and learn about preschool children by working with them, teaching them, playing with them, and observing them.

When you look at children, watch them, see how they are playing, and think about what they are doing. Then you are observing them. Observing children is one way of studying and learning about them. By watching them you learn how they feel (happy, sad, etc.), what they can do, how they think, and what they know.

You will be busy with the children at all times. If not busy by playing, teaching, or working with them, then busy by looking and thinking about them.

Vocabulary:

observe – əb zėrv' – to look at and study; to look at and think about; to watch.

feel – fēl – to know what goes on inside of yourself; a person can feel joy, hate, loneliness, love, and so on.

Assignment:

1. What four things will you do to study preschool children?

2. How do you observe children?

3. What can you learn by observing children?

## UNIT I – THE PRESCHOOL CHILD

**Getting Involved With a Preschool Child** **Lesson 3**

---

Objective: You will know what getting involved with preschool children means. You will know why you should get involved with preschool children.

Information: In the last lesson we discussed working, teaching, observing, and playing with preschool children. To do all these things is to get involved with children.

You must get involved with the children for two important reasons:

1. To learn from the children.
2. To allow the children to learn from you.

Involved also means paying attention to the children and knowing what they are doing at all times.

This you must do now in the classroom to be a good student, and later in the future to be a good parent.

*Wrong:* The students are not involved.

*Right:* The students are involved.

Vocabulary:

involved – in volvd' – paying attention to the children at all times by working, playing, teaching, and thinking about them

discuss – dis kus' – talk about; talk over

allow – ə lou' – to let; to give a chance

future – fū' chər – the time not yet here; the years that will come later

Assignment:

1. What does getting involved with children mean?

2. Why should you get involved with children?

3. Give an example of getting involved with a child.

4. Give an example of not getting involved with children.

5. If a little boy is crying in the corner of the classroom because he is lonely and afraid, are the students doing a good job of getting involved?

6. If a little girl got hurt because no one paid attention to her, were the students involved?

7. If the children are playing and talking with you, are you getting involved?

8. You must get involved now with children in the _____ and in the future as a _____

**Your Responsibility of Talking to a Preschool Child** **Lesson 4**

---

**Objective:** You will know why you should talk to the preschoolers in the classroom.

**Information:** One of the most important things you will teach your children before they go to school will be to talk. Practice this now in the class by talking to the preschoolers as much as you can.

When the children come in in the morning, say "Good morning" to them and ask how they are. When working and playing with them, talk to them. Use your voice. Teach the children to turn their faces to you and look at you when they are talking to you. Say it loudly. Most of the students do not talk loud enough. Repeat what you

say as many times as necessary until the child understands you. If you are playing a game and you must say only one word, then repeat the same word 2, 3, or 4 times. For example, if you are teaching the number eight (8), repeat the word eight several times.

Remember, when you have children, they will need very much to hear you talk. They will have to learn words before they go to school. Practice now with the hearing children in the class. Do not just show them what to do, but tell and show them at the same time. That way they can see what you are talking about.

For example, if you are talking about a paint brush, show the paint brush and talk about it. If the child does not understand, try again.

Vocabulary:

responsibility – ri spon si bil′ i ti – something you must do

repeat – ri pēt′ – to do again; to say over again

several – s ev′ər əl – some; a few; more than two or three, but not many

Assignment:

1. What can you practice now in the classroom that you will do later on as a parent?

2. If a preschooler does not understand what you said the first time, what should you do?

3. When playing and teaching children words, how many times should you say the word?

4. Show and _____ the children at the same time.

5. Give an example of what you can say to the preschoolers when they come to school in the morning.

6. What must the children do when they talk to you?

7. What must you do when you talk to the children?

**Other Responsibilities in the Classroom** **Lesson 5**

Objective: You will learn some of the responsibilities the students have in the classroom.

Information: As you play and work with the children, teach them the names of things and the names of what you are doing. For example, let's make believe you are cooking with your child. Show the bowl you are using and tell her, "This is a bowl." The word "bowl" can be repeated. When you are mixing something in a bowl, tell her what you are doing and let her do it. This is fun and an easy way to teach children vocabulary. If children hear the word used over and over again, they will soon learn it. Maybe some hearing friends will say it.

To get the attention of all the children, clap your hands loudly, or ring a bell. The children will look at you and then you can explain to them what you want them to do. Maybe it will be time to put the toys away to go outside. Or maybe you want to get the children together to play a game. But, before the preschoolers can start to do something new, they must first put away the things that they were using. Teach them to put their toys away before starting something new.

Do not use and sit on children's equipment, except you may sit in their small chairs and you may use their tables. The tricycles, wagon, and other equipment were built for small people, not big ones. Do not sit on top of the small tables, because they were not meant to be used that way. Equipment is all the things in the classroom that the children will use, such as tricycles, wheelbarrows, play gym, wagons, easels, etc. Some equipment, such as sinks, stoves, and refrigerators, only you, the students, will use.

You must teach the preschoolers to take good care of the equipment. Teach them to put things back where they belong. Teach them to use the equipment as it was meant to be used, and not to bang tricycles and wagons into tables and chairs. Some day you will teach this to your own children in your own home -- to take care of your furniture and other things in the house.

Vocabulary:

vocabulary — vō kab′ yə ler′ ē — words that a person knows

attention — ə ten′ shən — looking and listening or thinking about something

equipment — i kwip′ mənt — things that are used; supplies

etc. — et set′ ər ə — a short way of writing "and others," "and the rest," "and so on"

meant — ment — made in a certain way, to be used in a certain way

Assignment:

1. How can you get the attention of all the children at one time?

2. Name some equipment in the classroom.

3. When a child is playing with one toy, what must he do before playing with another?

4. A good rule to teach children is to use all _____ as it was meant to be used.

5. How can you teach vocabulary to children?

## UNIT II – THE CHILD'S DIARY

**Student-Child Assignments** **Lesson 1**

---

Objective: You will know how preschoolers are assigned to the students.

Information: Each student in this class will be assigned (given) one or two children to work with and to be directly responsible for.

When the preschoolers need help, they will go to their assigned student. When it's time to go outside, the assigned student will help dress her children. You will help all the children at all times when necessary, but you will be responsible for helping, dressing, taking to the bathroom, etc., only your assigned child.

When a student is absent, then you may be asked to help the absent student's child also. When that happens, you will have more work to do. You will then be responsible for your assigned child, plus the assigned child of the student who is absent. When you are absent, another student will help you by taking care of your assigned child.

This is most important when making something with the children. At this time the preschoolers will need help with coloring, pasting, cutting, etc., when they make something to take home. But please remember -- only help the children do the things they cannot do. Do not make the thing for them -- they want to make it and then take it home. You only help when the child needs help. We will talk more about making things later in this book.

Vocabulary:

assign – ə sīn′ -- to give as a duty; to give to one person

directly – də rekt′ lē – exactly; in a straight line from one to another

responsible – ri spon′ sə bl – having to do something; in charge of someone or something; having a duty

absent – ab′ sənt – not here; away; not present

duty – dü̈ tē – some kind of work that a person must do

Assignment:

1. When you are assigned a preschooler, what will be your duties toward that child?

2. Who takes care of a preschooler when her assigned student is absent that day?

3. Help the preschoolers make something only when they need ____

## UNIT II – THE CHILD'S DIARY

**Writing in the Child's Diary** **Lesson 2**

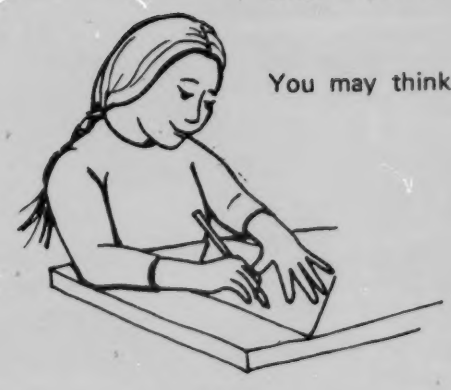
---

Objective: You will know the kinds of things to write in the child's diary.

Information: Each student will keep a diary of each assigned child and will write in it at least once a week. You will write your own thoughts about your children in the diary. You may answer and explain questions such as:

What did you do with your child?
Did you have any problems with your child?
What kind of child is your preschooler?
(shy, talkative, quick, friendly, sad, disobedient, etc.)
Do you understand your child when he talks or does something?
Why do you think your child cried?
What have you learned about your child?
What does your child know?
(alphabet, numbers, colors, etc.)
Does your child cooperate and obey?
Does your child understand when you talk to him or her?
Does your child like to play with other children?
What is your child's favorite toy or favorite game?

You may think of other things to write about your child.



Writing about your preschooler in the diary will help you understand your child. It will show you what you have taught your child, or what you have tried to teach. Anyone reading the diary will see the progress the child has made in the class. At the end of the year it will be interesting for you to read the diary and compare the end of the diary with the beginning, when your child was new to the school.

Vocabulary:

diary -- dī' ə rē -- a book for writing about what happened, and your thoughts for the day.

progress -- prog'res -- growth; improvement; getting better

compare -- kəm pâr' -- find out how things are alike and how they are different

Interesting -- in' tər is ting -- fun for you to do

Assignment:

1. How often will you write in the child's diary?

2. What will you write about in this diary?

3. Why should you write in the diary?

## UNIT III – IMPORTANCE OF THE PRESCHOOL YEARS

**Importance of the Parent** **Lesson 1**

---

Objectives: You will know why the preschool years are very important. You will know why the parent is very important to the preschooler.

Information: To become a parent is easy. To become a good and effective parent is not easy. It takes much work and effort. You will be your child's first teacher and the most important teacher your child will ever have. All that you will teach your child will be more important than all she or he will learn in school.

This is because the preschool years are the formative years. The word "form" means to make or shape. The formative years are the years that shape your child's basic personality and behavior. "Personality" means the way a person acts – happy or sad, kind or mean, stubborn or easy-going, shy or friendly, etc. The way a person acts depends on his personality.

The three most important things for you to remember are:

1. The first 5 years of your child's life are the most important years.

2. A child's basic personality is set by the time he is 6 years old. His early years will affect his learning in school, how well he will get along with people, what type of person he will marry, and how well he will work on a job.

3. By age 4, a child has about half of his intelligence. What does this mean? An adult will be smarter if he uses his mind a lot in the first 5 years of life.

How do we know these things? Scientists have studied small children and later studied these same children when they were teenagers or even older.

Now you can see why the preschool years are so important in raising your children. What you teach them at this time they will remember the rest of their lives. You must teach them such things as honesty, kindness, good manners, cleanliness, cooperation, sharing, and other good character traits. Well brought up children are easier to teach, and they get along better with other children. This all depends on parents. It will be your responsibility as a parent to raise your child properly.

Vocabulary:

effective -- ə fek′ tiv — getting things done; getting good results

effort — ef′ ərt — trying hard

basic -- bā′ sik — being a starting point; most important

personality — pər′ sn al′ ə tē — the way a person usually acts — happy or sad, friendly or unfriendly, bossing others or working with them, etc.

behavior -- bi hāv′ yər — way of acting -- working hard or being lazy, moving fast or slow, being careful or careless, etc.

set -- set — made firm

affect — a fekt′ — to change something; to have an influence over something

Intelligence -- in tel' ə jens -- understanding, smartness

adult -- ə dult' -- a grownup person

scientist -- sī' ən tist -- a person who has gone to school and college for many, many years and learned how to make studies that give new information about people and things.

raise -- rāz -- to bring up children; to take care of children as they grow up

cooperation -- kō op ə rā shən -- working together

depend -- di pend' -- be controlled by something else; he helped by something

character traits -- kar' ik tər trāts -- the ways a person feels, thinks, and acts in important things in life. Good character traits -- being honest, dependable, loyal, etc.; bad character traits -- lying, cheating, being selfish, etc.

brought up -- brôt up' -- cared for in childhood

Assignment:

1. You will be your child's first_____

2. The _____ years are the formative years.

3. What does "formative years" mean to you?

4. Which are the most important years of a child's life?

5. Why are the preschool years important?

6. Write some good character traits.

## UNIT III – IMPORTANCE OF THE PRESCHOOL YEARS

**What Is A Good Parent?** **Lesson 2**

---

Objective: You will be able to tell many things that make a good parent

Information: (1) A good parent gives much time to the bringing up of the children. That does not mean that the father stops his job just to be with his children. If the mother works, it does not mean that she must stop working.

It means ––

The parents know their most important job is to raise their children well.

The parents spend some time playing, working, talking to the children.

The parents are always ready to listen to their children when the children want to talk to them.

The parents know what the children do in school. They are interested in all school activities.

The parents know their children's friends and let the friends play at their own house.

A good mother and father know all the time where their children are.

(2) A loving parent tries to understand the child. A good parent punishes the child when necessary and rewards her whenever he can. Sometimes a parent must say no to a child. This is very hard for many parents to do. It takes courage. But it is often best for the child if a parent says no. Maybe the child will show anger or disappointment at first. But her deeper feelings will tell her that the reason the parent says no is because the parent loves her. The child knows that a loving parent is watching and protecting her. This makes her a happier child.

Of course this is true if the child is old enough to understand. If she is very, very young and cannot understand, she will still learn to obey.

(3) The parents should show that they love the child. It is good for a child to grow up feeling sure of the parents' love. Every child needs this as much as he needs food, or he cannot be happy. As a child grows, he will love and trust other people also. He will become a well-adjusted adult. But the child must first have a good relationship (friendship) with his parents.

(4) A good parent must be patient because children are slow and clumsy. They are still developing.

(5) A mother or father should like to learn new things, because then the child will also learn to be curious about things. If the child asks questions, the parent should make the child want to know more by helping him to find the answers. If the child is very young, the parent and child can look at pictures, talk about them, and read stories about things the child wants to know. Doing these things together will help your child want to learn things.

Vocabulary:

interested – in′ tris tid – wanting to know about things

activity – ak tiv′ ə tē – something to do; something going on

reward – ri wôrd′ – to give something for being good – it can be just a smile

necessary – nes′ə ser′ ē – needed

courage – kėr′ ij – bravery; not being afraid

disappointment – dis ə point′ mənt – being unhappy because something good that was expected did not happen.

protect – prō tekt′ – keep from harm

trust – trust – believe in the goodness of someone

well-adjusted – wel′ ə just′ id – getting along with others; not being unhappy about most things; satisfied with life

relationship – ri la′ shən ship – connection between people; a good relationship is a connection of friendship and trust

patient – pā shənt – willing to wait without getting unhappy

clumsy – klum′ zē – tripping, falling, dropping things, etc.

develop – di vel′ əp – grow and do things better at the same time; improve

curious – kyür′e əs – wanting to know; wanting to learn

Assignment:

A good parent will:

1. Give _____ to the raising of the children.

2. Say _____ to the children when necessary.

3. Show _____ to the children.

4. Be _____ with the children.

5. Help a child _____ to learn things.

Answer True or False:

6. _____ A child will grow up unhappy if the parents always show that they love him.

7. _____ Most parents like to say no to a child.

8. _____ A good parent takes time to play, work, and talk to the children.

9. _____ A child will grow up unhappy if the parents say no when necessary.

10. _____ A good relationship with parents is a good start to being a well-adjusted adult.

## UNIT III – IMPORTANCE OF THE PRESCHOOL YEARS

**Importance of the Family** **Lesson 3**

---

Objective: You will know what the responsibility of a parent is to the country.

Information: The family is very important. In the family the children grow up to be adults and citizens of our country and of the world. You will want your children to be good citizens. What you teach them is very important. You will have a great responsibility.

You will be your child's first teacher. What you teach her before she goes to school will stay with her always. First of all, show her that you love her. Teach her honesty, good manners, kindness, and consideration for others. You as a parent can teach your child many of these things by the way you yourself act. You can start to teach your child when still a baby. If your child grows up seeing you being a good person, then she will learn to be the same way. She will be a happier person, and you will be a happy and proud parent.

Out of good feelings in the family can come good children. Good children grow up to be good citizens. This is the great responsibility you have toward the world when you become a parent.

Vocabulary:

citizen – sit′ ə zn – a person of a country. A good citizen obeys the laws and does what is right for the country.

consideration – kən sid ə ra′ shən – thinking about the feelings of other people and not doing anything that would bother them.

Assignment:

1. Why is the family important?

2. When should a parent start teaching his child?

3. Look at the Information in this lesson. Where you see the word you, cross it out neatly and write the word I or me on top of it. Where you see the word your, cross it out and write the word my. Now read it again. (You can cross out neatly by drawing one line through the words.)

4. Write what the paragraphs in the Information mean to you.

5. What does this sentence mean? "Give me all your preschoolers and I will shape the future of the world."

## UNIT IV – HOW CHILDREN LEARN

**By Seeing and Touching** **Lesson 1**

---

Objective:

You will know that children learn many things by seeing and touching.

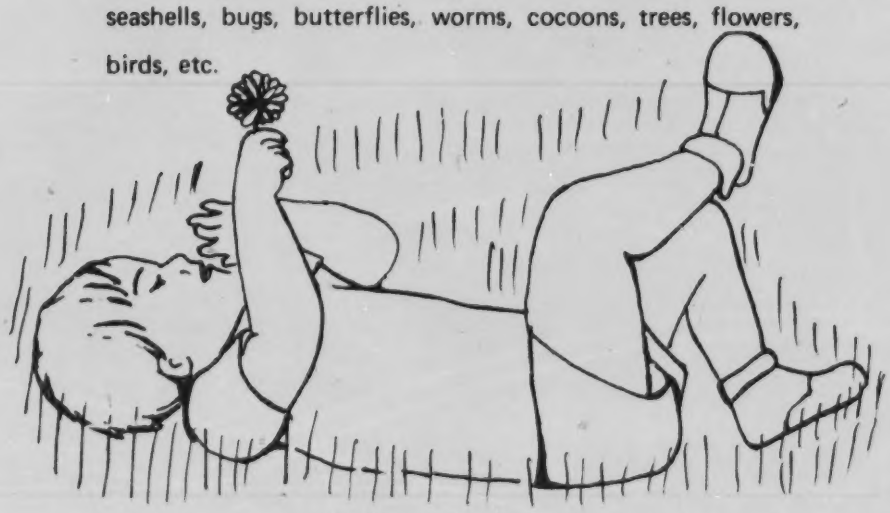
Information:

Children learn by seeing. Take your pre-school child everywhere with you to let her see as much as she can. Take her to the stores, to the post office, to the bank, to the zoo, to the library, to the beach, to the park, to a farm, and everywhere you go. This way she will see and experience many things by herself and ask you many questions. She will not know that she is learning, but her eyes will see many things that her mind will remember. For example, she will see how you mail a letter, or how to take a a book out of the library. Or she will see how people get off and on a train or bus. Everything is important to a child – the more she sees, the

more she learns. If she stayed in one room every day, her mind would not learn new things. Remember this, and let your child see the world about her and touch it. Remember also to go back to the same places again and again — children learn by repetition.

Allow your child to see things in your own home. He can learn from seeing you plant flowers, work in the garden, bake a cake, sew a dress, clean the house, and from everything else that you do at home. Let him stay with you to see, to touch, to ask questions. He can do this with your hearing friends and relatives also. It is important for him to be with hearing people as much as possible, because he is a hearing person.

Outdoors you can help your child find rocks, leaves, seashells, bugs, butterflies, worms, cocoons, trees, flowers, birds, etc.



He will learn by seeing and touching these things, as well as the many things in your own home. He will feel the smoothness of a stone or seashell and the roughness of a tree bark. By touching, feeling, and looking at the same time, he will learn shapes, sizes, colors, textures (smooth or rough), and numbers (how many). He will learn about cold and warm things, heavy and light things, sharp and dull, soft and hard, wet and dry, new and old. As he learns, his mind grows.

Vocabulary:

experience — eks pir′ ē ans — feel; live through. To experience something is to have something really happen to a person — not just to read about it or be told about it.

mind — mīnd — the part of a person that thinks and knows and wishes and chooses.

relatives – rel′ ə tivs – persons who belong to the same family, such as brother, father, mother, aunt, cousin, etc.

repetition – rep′ ə tish′ ən – repeating; doing again; saying again; doing more than once

allow – ə lou′ – let; permit

as well as – az wel az – also; and; in addition to others; besides

example – eg zam′ pl – one thing told about out of many that could be told about; thing taken to show what others are like.

Assignment:

1. In this lesson we are discussing (talking about) children learning by _____ and _____.

2. Where can you take your child to see things to learn?

3. Give two examples of what children can learn from seeing.

4. What can children learn from touching?

**By Hearing (1)** **Lesson 2**

---

Objective: You will know two good ways children can learn by hearing – by talking with hearing people and by listening to television.

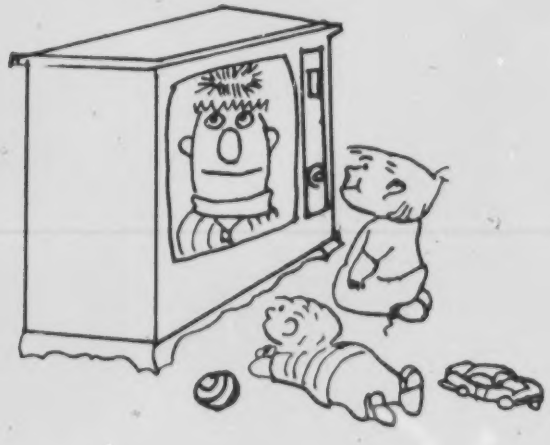
Information: Play is children's main way of growing and learning. All children should play alone sometimes, but they also need to play with other children. A child needs to hear other children talk and to talk to them. Every child needs and wants this very much. Since you, his parent, are deaf, it is very important for your child to play with hearing children. You must make sure this happens. It may not always be easy for you to do this – to find hearing children for your child to play with. But the development of your child is more important than your daily work or other activities. Let your child also be with hearing adults every day, because he can learn from all hearing people.

Television is another way to hear and learn, if the program is a good one for children. There are a few that are especially written to teach children. They say the same thing over and over again in interesting ways that are fun for children. Children learn by hearing numbers, letters, and words repeated many times. "Sesame Street" and "The Electric Company" are two T.V. programs that can teach your child this way. Many, many teachers and scientists worked together to make "Sesame Street."

You can get a copy of the Sesame Street Magazine if you write to:

Sesame Street Magazine
S 46
P.O. Box C–10
Birmingham, Ala. 35201

This parent's guide will help you to help your child when he watches this program.



At the time this book was written, there were many other good programs that a child could learn from: "Misterogers," "Captain Kangaroo," "Wild Kingdom," "World of Animals," "Animal World." T.V. programs change from time to time. It will be your responsibility to know and pick out the best programs for your child in these preschool years. Of course, a child should not watch T.V. all day – he needs to do many different kinds of things, indoors and out. But T.V. can be a big help to children whose parents are deaf. They will have better vocabularies and know many more things if they watch these programs. Their minds will develop better.

Vocabulary:

main – mān – most important; largest

development – di vel' ap mant – growth and improving

guide – gīd – a book that gives information on one subject, like TV programs or records or books or travel information, etc.

Assignment:

1. Should a child play alone all the time?

2. What kind of children should your child play with?

3. Why should your child play with other children?

4. Every day, your hearing child should also be with _____ adults.

5. Television is a waste of time for children; it cannot teach them anything. T or F? _____

6. Is it all right for a child to learn mostly by watching T.V.?

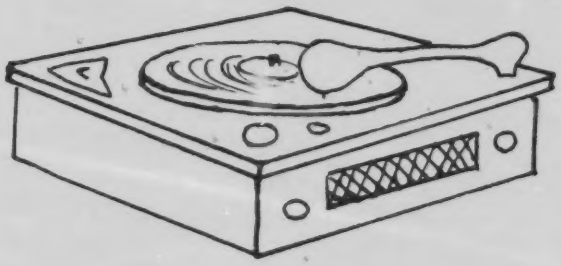
## UNIT IV – HOW CHILDREN LEARN

**By Hearing (2)** **Lesson 3**

---

Objective: You will know two other good ways children can learn by hearing – by listening to records and to story books.

Information: Listening to children's records is not only fun for your child, but also a teaching help. Besides vocabulary, records can teach your child to remember, to think, to listen, to sing, and to learn about many things. Following are a few titles of records to get you started.



For knowledge:

"It's a Small World" (Disneyland Records)

"Winter, Spring, Summer, Fall" (Columbia)

"Listening Skills for Pre-Readers" (Classroom Materials Records – comes in four volumes)

"Sounds for Young Readers" Volume I (Classroom Materials Records)

"Weather Songs," Tom Glazer (Motivation Records)

Record books: (All these records are by Columbia Children's Book and Record Library)

"The Elephant Who Forgot," Lloyd Moss

"The Little Drummer Boy," Lloyd Moss

"I Know an Old Lady"

"The Lollipop Tree," Burl Ives

"Can't," P.T. Bridgeport and the Carillon Singers

"No," P.T. Bridgeport and the Carillon Singers

Folk songs:

"Abiyoyo and Other Songs for Children," Pete Seeger (Folkways)

"Whoever Shall Have Some Good Peanuts?," Sam Hinton (Folkways)

"Birds, Beasts, Bugs, and Bigger Fishes," Pete Seeger (Folkways)

Misterogers:

"You Are Special" (Small World Records)

"Won't You Be My Neighbor" (Small World Records)

Story records: (These are Caedmon Recordings of the Spoken Word)

"Let's Listen"

"Puss in Boots and Other Fairy Tales From Around the World"

"The Reluctant Dragon," Kenneth Grahame

"Mary Poppins," P. L. Travers

"The Three Little Pigs and Other Fairy Tales"

Here is an address that might be valuable to you, because this company specializes in children's records. You can write to them to ask for their catalog, to learn about more records for children:

Children's Music Center
5373 West Pico Boulevard
West Los Angeles, California 90019

To help your child learn a lot from records, do these three things:

1. Prepare your child to listen to the record. Make him curious about it by telling him what it is about. Ask him to listen to find out the answers to questions about the records such as, where does the boy live, what does the giant look like, etc.

2. Stay with him while he listens to it the first time.

3. After listening to it, talk to him about the record and ask him questions.

Doing this will be a little work for you, but it is a good way, because it will get him interested in the record. If you cannot do this, then maybe a hearing friend or relative can.

If your child has his own small record player and inexpensive records, he can play them by himself over and over again. If you have more expensive records that you do not want scratched, you should play them for him on your family record player.

Children love to have stories read to them. This should be started at a very young age, when your child is about 1 year old, or as early as 6-9 months. At first it will be just looking at pictures and talking about them. But later she will listen to the story and look at the pictures at the same time. You or a hearing friend or relative should do this every day. It is important to give your child a love of books during the preschool years. She will need books all her life – in school and as an adult.

Buy her books that she can feel are her very own. Take her to meet the librarian and the bookstore owner, and let them become your child's friends. These people can help you and your child.

To summarize, a child can learn by listening to:

1. People – children and adults
2. Good television programs
3. Stories, books
4. Records and record books
5. All kinds of sounds

We will discuss the above number 5 (sounds) more in the next unit. For now we will just say that your child will learn things about you and how you feel by hearing the sounds you make. She will be able to tell by listening if

you are angry, sad, happy, loving, afraid. Remember: your child will be able to hear all the sounds you make. She may not understand all your words, but she will understand all your feelings. So try to give her sounds of love and happiness, and not sounds that will frighten or sadden her.

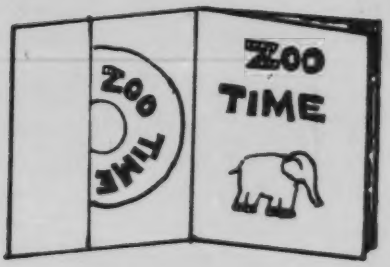
Vocabulary:

following – fol′ ō ing – the next things to be named or talked about

title – tī tl – the name of a book, record, story, movie, etc.

knowledge – nol′ ij – what a person knows; what can be learned about something

record books – rek′ ard books – children's books that also have a record with the exact same story. The story is written in the book and is also on the record, so children can listen to the story and read it at the same time.




specialize – spesh′ əl īz – to do mostly one kind of thing

catalog – kat′ i log – a book that gives the names and the prices of things for sale.

inexpensive – in′ eks pen′ siv – cheap; low-priced; not expensive

librarian – lī brãr′ ē ən – person in charge of a library, who knows a lot about the books in the library

summarize – sum′ ə rīz – to give the main points of what was said; to say or write again in a short way

discuss – dis kus′ – talk over; to talk about something

Assignment:

1. Why is listening to records good for children?

2. Write three things you can do to help your child learn from his records.

3. Is it a good idea to buy your child his or her own record player and records?

4. At what age do you start looking at pictures in books with your child?

5. What two people can help your child with books?

6. When your child does not understand your words, how can he know if you are angry, happy, etc.?

## UNIT IV – HOW CHILDREN LEARN

**By Doing and Imitating** **Lesson 4**

---

Objective: You will know that children learn by doing and by imitating others.

Information: A child learns by doing. If a child does something by himself, he learns how to do it. This is called a learning experience. A learning experience is anything a child does that teaches something new. Allow him to do things that are suitable for his age. If he is old enough to put on his shoes, let him. You can do it much faster, but be patient – he is learning. If he wants to try to buckle his belt, let him. What he does and learns by himself will stay in his mind.

When a child sees you doing something she will try to do the same thing. We call this imitating. Children will imitate their parents by ironing with a play iron, or cooking in a play kitchen, or fixing things with play tools.

Imitation is a great way to learn. So be sure your children see what you want them to see. If you have good table manners when eating, your children will learn good manners. If you are polite and nice to people, your children will be polite. You have a big responsibility to teach your children by your example and by your own behavior.

Vocabulary:

imitate – im′ ə tāt – try to do the same as someone else

suitable – süt′ə bl – right or correct for a time or place or person

buckle – buk′ l – to close together the ends of a belt, strap, etc.

example – eg zam′ pl – a good way for others to follow

Assignment:

1. What is a learning experience?

2. Why is it not good for you to do everything for your child?

3. Give your own examples of how children imitate their parents.

   (a)

   (b)

4. What is one responsibility that parents have?

## UNIT IV – HOW CHILDREN LEARN

**By Playing** **Lesson 5**

---

Objective: You will know that play and games teach children.

Information: As we said in Lesson 2 (page 43 ), children learn by playing. Even games of "Peek-a-boo" and "Pat-a-cake" that you play with a baby teaches her while she is having fun with you.

In the bathtub, children have fun playing with water while learning to take a bath. You can make a game out of brushing teeth. Children like to do most anything that you call a game. Teach a child to count by counting his fingers and toes and making a game of it.

When your child becomes a preschooler, you can play games that teach him words, colors, numbers, alphabet letters, how to think, etc. In our classroom we have many games, such as alphabet and number bingo, matching games, colored beads and cards, puzzles, and many others that teach a child while playing. Play these games with the preschoolers. When you play games with these children, you will see for yourself how children learn.

By playing these games over and over again – at different times of course – you will make sure that your child learns by repetition. Going over the same games will help her memory and learning. Remember: Teach your child by making it fun for her, and by repeating the game many times. Stop the game when she shows that she is tired of it. To go on with the game would not help your child.

There are other kinds of play also, like catch, hide and seek, dodge ball, and running games. What do children learn from play like this?

They learn to use their bodies well. They learn to take turns with the other children. They learn that they cannot win every game – sometimes they must lose. All of this helps them to grow up as good people and good citizens.

Vocabulary:

repetition – rep′ ə tish′ ən – repeating; saying again; doing something more than once

take turns – tāk tərns – go one after another

Assignment:

1. Children learn by_____

2. List some games that teach children.

3. When should you stop playing a game with a child?

4. What three things should you remember when playing games with a child?

5. Write 5 things that children can learn from play.

## UNIT V – SPEECH AND LANGUAGE DEVELOPMENT

**Beginning Language Development** **Lesson 1**

---

Objective: You will know how and when a child begins to talk.

Information: You will teach your child to talk. This starts when she is still just an infant and makes baby sounds which we call babbling, cooing, or gurgling. If she hears you talking to her or making noises at her, she will continue to babble. She needs to babble, because it is her way of practicing to talk. If she hears your voice, she will gurgle and coo more and more. This is the beginning of talking.

If she does not hear you responding to her, she will stop making sounds at this stage of her development. Therefore she will not begin to learn to talk at the time she should. Just as you teach her to smile when you smile, you teach her to talk when she hears you talking. Even if your speech is not very good, do not worry. The infant does not understand the meaning of words, but she does understand the sounds you make to her. This is important for growing.

As the baby practices babbling, he learns to control his vocal cords, throat, nose, and tongue. All this is necessary for changing his babbling into words:

da-da-da becomes daddy
mä-mä-mä becomes mama, mommy
bä-bä-bā becomes bottle or baby

Vocabulary:

continue – kən tin′ū – keep on going or doing something

respond – ri spond′ – talk back; answer

control – kən trōl′ – make something do what you want it to do

Assignment:

1. Who will teach your child to talk?

2. What is babbling?

4. What are two other words for babbling?

5. Why should you talk back or make sounds to an infant?

6. When does a child begin to practice talking?

7. How does an infant practice talking?

8. What does a baby learn by practicing babbling?

## UNIT V – SPEECH AND LANGUAGE DEVELOPMENT

**The Growing Vocabulary of a Child** **Lesson 2**

---

Objective: You will know ways to build a child's vocabulary.

Information: As your baby develops, he will learn words like "bye-bye" and wave his hand at the same time. You can teach him the meaning of the word by waving his hand and saying "good-bye." As he hears sounds of a cat and dog, he'll learn to call them "meow" and "bow-wow." It is important to take your child to many places to hear different sounds.

You can take a walk with him and a hearing friend. Your hearing friend can be your ears by letting you know when a dog barks, a cat meows, or a bird sings. This way you can teach these new words to your child. If you are alone with him, watch his face and see where he is looking. If he is looking at an airplane, say the word "airplane" to him.

All day, wherever you are with your child, point things out to him and say the names. At home you can point or touch and say "table," "chair," etc. In the stores you can touch and say "milk," "apples," "cookies," etc.

By the time your toddler is about 18 months old, she is beginning to use words to let you know what she wants. Her vocabulary may vary from three or four to a hundred words. She will know more if you have talked to her a lot and played with her a lot, using language. Here your hearing friends and relatives can help you by talking to your child. You can see the importance of having hearing friends and letting your child hear language spoken. It may be more fun for you to be with other deaf people and use the sign language, but your hearing child will need to live in a hearing world. You will want her to feel good with hearing people, because she will go to school with hearing children and will work with hearing adults.

Vocabulary:

vary – vâr′ ē – change; be different

language – lang′ gwij – words spoken with the voice

Assignment:

1. How can you teach your child the names of things?

2. You can take "listening" walks with your child to _____ different sounds.

3. The number of words your toddler knows depends on what?

4. Why will your child need to live in a hearing world as a preschooler?

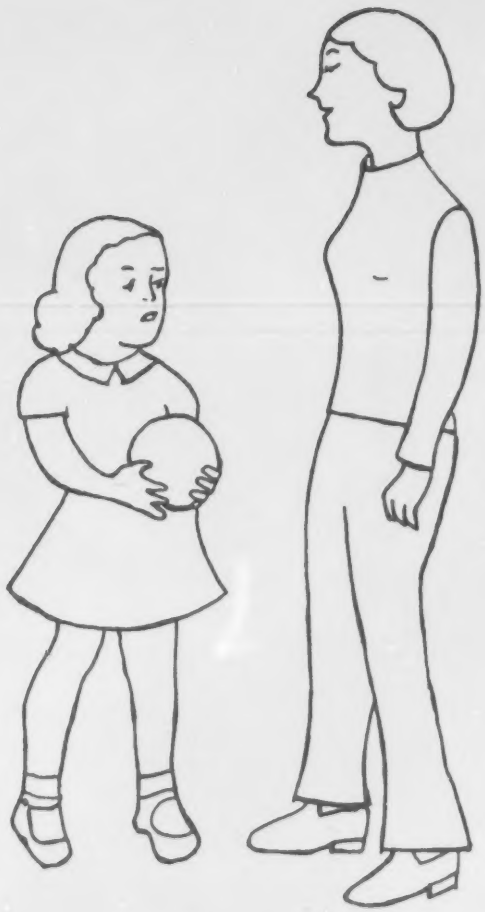
**Listening to Your Child** **Lesson 3**

---

Objective: You will know how a deaf parent can listen to a child.

Information: We talked about the importance of talking to your child. But to do this you must listen to him in order to talk back to him. You can do this by using your eyes – by lip-reading, and by understanding your child's "body language." Can you tell when your child is tired, sleepy, hungry, scared, hurt, uncomfortable, bored, cold, hot, nervous, upset, or angry? You can practice understanding body language, as well as lip-reading, with the preschool children here in this class. Everyone uses body language naturally without even thinking about it. Body motions, facial expressions, pointing, use of hands, "acting out" – all these are examples of body language. A preschool child uses much body language because he does not yet know enough words to express his thoughts and feelings.

When you talk to your child, do not stand up and look down at her. Get down to her level by stooping or bending down. Put yourself in her place. Would you like to talk to someone all day, every day, by looking way up? Would you not feel a little uneasy, anxious, or uncomfortable? It is much more friendly for your child to be able to look at you at eye level and tell you things. She has many questions to ask you, because she is interested in everything. She has much to learn. Make it easy for her and be her friend.



WRONG

RIGHT

Vocabulary:

nervous – nėr′ vəs – "jumpy"; restless; uneasy

upset – up set′ – with a troubled mind

as well as – az′ wel′ az′ – in addition to; besides; and also

motion – mō′ shən – movement; moving; changing from one place to another

facial expression – fā′ shəl eks presh′ ən – n[illegible]nts of the eyes, nose, lips, and cheeks that show feelings

express – eks pres′ – show the meaning – by words or some other ways

level – lev′ l – height

uneasy – un ēz′ ē – not comfortable, a little worried or troubled

anxious – angk′ shəs – very uneasy; wanting to get something over with because of feelings of fear

Assignment:

1. How can you, a deaf person, listen to your child?

2. What is "body language"?

3. How does body language help you to understand your child?

4. How does body language show you that a child is tired?

5. How does body language show you that a child is bored?

6. Explain two more feelings that body language can show and tell you about a child.

7. Why does a preschool child use much body language?

8. When you are talking to your child, what should you do?

## UNIT V – SPEECH AND LANGUAGE DEVELOPMENT

**Teaching Your Child To Listen** **Lesson 4**

---

Objectives: You will know how to teach your child to listen.
You will know why it is important for your child to listen.

Information: If you are going to teach your child to talk, you must teach him to listen. By listening he will hear sounds and words and learn them. His ears will be very important in his development, and you must train him to hear everything around him.

You will have to watch your hearing child carefully to see what he is hearing. When he turns and looks in the direction he hears sound, you turn and see what it is that he hears. Talk about it with him. Later you can look at pictures of it in books.

To teach your child to listen, play games with her. Ask her to shut her eyes and to tell you what she hears. This helps her to know one sound from another sound. Maybe a car is coming down the street, a radio is playing, or a bird is singing. While her eyes are closed, you can make sounds yourself, and have her guess. Move a chair, crumple paper, cut with scissors, turn on a faucet, hit a spoon on a glass, or do anything else that will make an interesting sound. This game will train her to listen, and it will also keep her quiet, calm, and still for a few minutes. This "silence game" is nice for parents, too.

To help your child listen to you, use facial expressions and body language yourself. This will help him understand you. Train him to come quickly when you call him. At times when you will be in a hurry, you will be very glad you taught him this.

Make listening a game. Tell your child to go into another room, and when he hears you call him, he must hurry in. When he runs to you, pick him up and hug him. This will be a kind of reward and fun for him. Next, he can go further away or even outside. When he hears you clap your hands, or ring a bell, he must come immediately. You can time him for the fun of it and see how quickly he can do it. The reason for this game is to teach him to come quickly when you need him. He can have fun practicing, but he must learn to come every time you call him.

You can have a special signal, like a special bell, that he will recognize when playing in the neighborhood. When he will hear that special bell, he will know to stop playing and go into the house immediately.

If your child has fun with you doing things together, she will learn to be obedient and to have a close and loving relationship with you. You can enjoy each other's company for many years. What a pleasure that will be for both of you.

Vocabulary:

train – trān – to teach until a person becomes very good at doing a certain thing

direction – də rek' shən – any way a person may face or point

crumple – krum' pl – crush together; wrinkle

faucet – fô′ sit – the thing in a sink that lets the water come out.

calm – käm – peaceful; not excited

still – stil – not moving

immediately – i mē′ dē it lē – at once; right away, instantly

time – tīm – to see how long something takes to do

special – spesh′ əl – different from others

signal – sig′ nl – special sign or action or sound that has a special meaning to someone.

recognize – rek′ ig nīz – know again; know to be a special thing

neighborhood – nā′ bər hůd – the places around your home

obedient – ō bēd′ i ənt – obeying; doing what you are told to do

relationship – ri lā′ shən ship – connection; connection between persons; something like friendship

Assignment:

1. By listening, your child will learn to hear _____ and _____

2. Your child's _____ will be important in his development.

3. Explain the games you can play with your child to train him to hear.

4. How can you help your child to understand you?

5. How can you train your child to come quickly when you call him?

6. Why is it important to teach your child to come quickly when you call him?

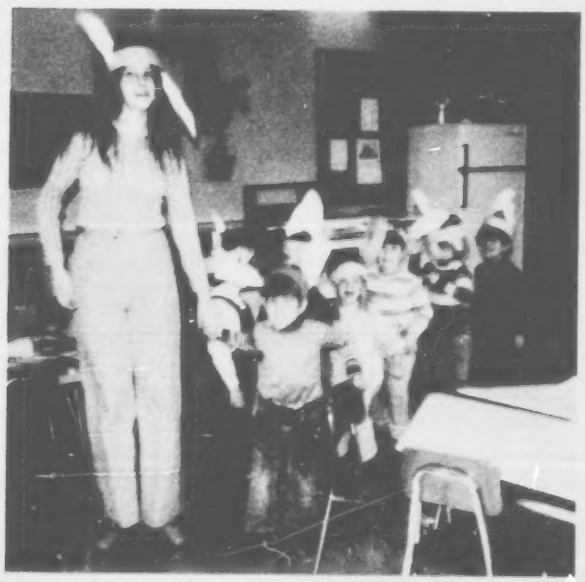
## UNIT V – SPEECH AND LANGUAGE DEVELOPMENT

**Nursery School** **Lesson 5**

---

Objective: You will know that nursery school is a very good thing for your hearing child.

Information: Your child will have to know many words before she goes to kindergarten. If she does not, she will be shy, because she will not understand the teacher and the other children. She will be a slow learner, because she will not have the vocabulary needed. You will want your child to learn as quickly as the other children. You will want your child to be able to keep up with the class. You will not want her to be frightened or confused because she does not understand what people say. Therefore, she must learn many words in her preschool years. A very good place to do this is a nursery school. Here she will be with hearing children and hearing adults, and she will have the chance to hear words used in speech.



Up until now your child learned speech from you and your hearing relatives and friends, and from using records, books, and T.V. This was much work for you. Now nursery school can help your child continue to improve in speech. This will help him to get ready for regular school, where he will have to study and keep up with children whose parents are hearing. Nursery school can help you and your child by giving him the chance to play and learn with hearing people.

All children benefit from nursery school. Your hearing child will benefit even more. A child should start nursery school at about 3 years. Usually before that preschoolers are not ready to be separated from their mothers, or the person who takes care of them during the day.

Vocabulary:

nursery school – nėr′ sər i – a school for children under 5 years

kindergarten – kin′ dər gär tən – the first year in a regular school, for children about 5 years old

keep up – kēp′ up′ – to go or move as fast as the others and not fall behind

confused – kən fūzd – feeling mixed up

therefore – ŦHãr′ fôr – for that reason

Assignment:

1. What will happen to your child in kindergarten if she will not know as many words as the other children?

2. Besides home, where can a preschool child learn speech and vocabulary?

3. Why is it good for your child to go to nursery school?

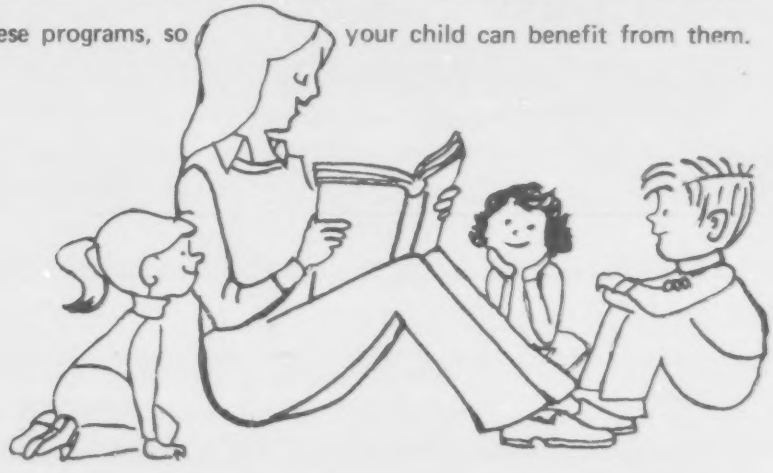
**Libraries and Reading** **Lesson 6**

Objective:

You will know how libraries and reading to your child can help your child.

Information:

You can take your child to the library and help her pick out books when she is about 3 years old. Help her meet the children's librarian and become friends with her or him. The librarian can help your child feel comfortable in the library and can help her find books. Ask about a preschool story hour. At that time the librarian reads to preschool children. This would be wonderful for your child. In the summer, many libraries have classes that are fun for children of different ages. Find out about these programs, so your child can benefit from them.



Buy books for your child also. Do not just borrow them from the library. Start building your child's own library at this age and put his books in a special place, just for him. He will develop a love of books. All his life he will need books to learn from and to enjoy, in school and afterwards. Let him have his books to look at whenever he wants them. They should be as near as his toys.

To help your child's language development, your child should be read to often. This will also help him later when he is in school. We know that children who are read to often when they are young do better in school than those who are not read to at an early age. Read to your child as much as you can. If you need some help because of your speech, maybe grandma or granddad can do it. Or a hearing friend can help, at least until your child goes to nursery school. When

reading to your child, hold her on your lap or sit very close to her. This will make it a warm and friendly thing to do. Look at the pictures and ask questions about all the little things in the pictures, such as the flowers in the corner, or the cat sleeping under the table.

All these little things we call details of a picture. Pointing out the details will make the story more fun, and will teach your child to be observant. Being observant means he will learn to see more things. Try to read to him or have him read to every day.

Vocabulary:

library – lī′ brer ē – a place where there are a lot of books to read or to borrow, but not to sell

program – prō gram – a plan of what is to be done

just – just – only

develop – dē vel′ əp – make something grow, little by little (slowly)

detail – dē tāl′ – a small part of a larger thing (story, picture, etc.)

observant – əb zėr′ vənt – watching and seeing many different things

Assignment:

1. At what age can you start taking your child to the library?

2. What programs do many libraries have that can help your child?

3. Should your child get all his books just from the library? Explain.

4. Reading to your child at an early age will help your child's_____ _____

5. Children who are read to often when they are young do_____ in school.

6. How should you read to your child?

7. Why should you point out all the details of a picture to your child?

8. How often should your child be read to?

## UNIT V – SPEECH AND LANGUAGE DEVELOPMENT

**Reading Readiness** **Lesson 7**

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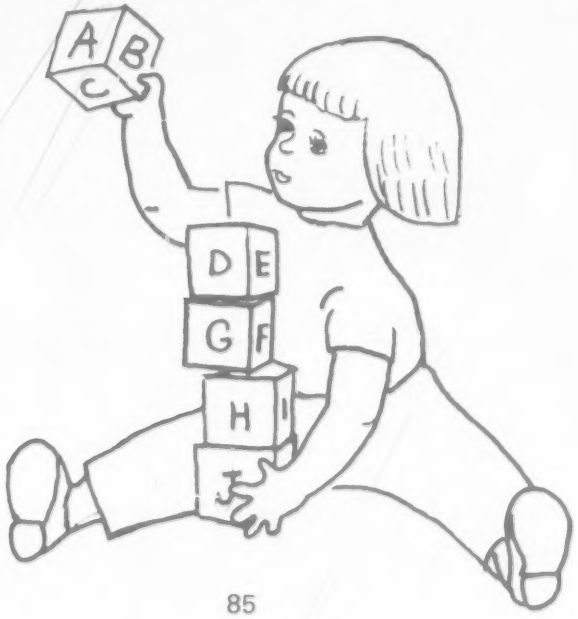
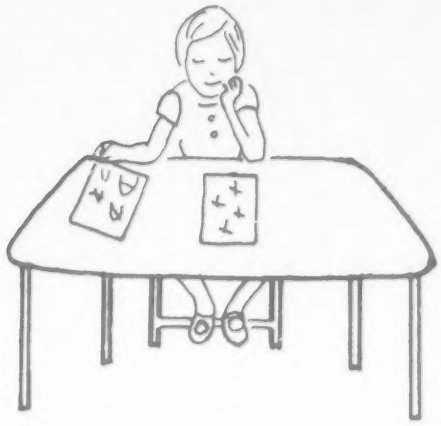
Objectives: You will know what reading readiness is.
You will know how to help a child get ready to read.

Information: You will teach your preschool child that we have an alphabet of letters. Your child will not learn to read or write, but he will learn that you must use the letters for reading and writing. Knowing that there is such an alphabet is part of reading readiness. You will be getting your child ready to read.

You do this by playing. You can use alphabet blocks, alphabet games, alphabet flashcards with pictures, and children's ABC books. When walking outside with your child, show him the letters of the alphabet on signs, wherever you see them.



Children will start to recognize letters, and maybe some of them will try to write them. Let them scribble all they want to, because this is their practice for writing. Scribbling is the beginning of writing, just as babbling is the beginning of talking. This is part of the child's development. Scribbling also teaches a child how to coordinate hand, eyes, and pencil or crayon, all at the same time. At first she will be sloppy, but as she practices she will learn how to coordinate her eyes with her fingers and pencil. She will become better at using her hands for scribbling or drawing.



Vocabulary:

alphabet – al′ fə bet – letters such as A, B, C

recognize – rek′ əg nīz – to see something and know it; know again.

scribble – skrib′ l – to make marks on paper that do not mean anything

development – di vel' əp ment – growing and changing. Children develop into adults.

coordinate – kō ôr' də nāt – to get different things to act or move together; to use different parts of the body at the same time. You coordinate your eye and fingers when you write.

Assignment:

1. What is reading readiness?

2. What can you use to teach the alphabet to children?

3. Why is it good to let children scribble?

**Numbers and Counting** **Lesson 8**

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Objective: You will know how to help children learn numbers and counting.

Information: Children learn by playing. If you play with your child and show him he has two feet, two hands, 10 fingers, etc., he will get the idea of numbers.

Do not sit down and tell him that now you will teach him numbers. Let him hear numbers in nursery rhymes,

in songs, on T.V., and from people talking about numbers. He will learn numbers if you make it fun for him, or play a game with numbers. Later he will try to write them. Before he starts school, take him to the store and let him see you using money to pay for something. Show him many examples of how money is used.

Counting songs on children's records is a good way for your child to hear numbers over and over again. You can do the same with alphabet songs. By hearing these songs over and over again, the child will learn numbers and the alphabet.

Also, count with your child. Every time you give him something, tell him how many he has. For example, you can give him cookies and count them with him. Make it fun, and numbers will start having meaning for your child.

Vocabulary:

nursery rhymes – nėr' sər ē rīms' – poems for children, like "Twinkle, Twinkle Little Star", "Humpty Dumpty" etc.

Assignment:

1. How do children learn?

2. How can you teach numbers to children?

3. What is one thing you can use to let children hear numbers over and over again?

## More Help for Your Child's Language Development (1) Lesson 9

Objectives: You will know that teaching your child to print is a help for language development.
You will know how to teach your child to print.

Information: Your child will develop good speech if:

1. Your child hears you talking to him when he babbles and coos as an infant.

2. You continue to talk to him when he's a baby.

3. You take him many places and let him see things and hear all kinds of sounds.

4. He hears adults and children talking.

5. He grows up in the hearing world and spends time with hearing people.

6. You use books, stories, T.V., records, educational toys to help teach your child.

7. You read to him or have him read to every day.

8. He goes to nursery school.

Doing all these things with your child takes time and work. You will have to give up some of your own pleasure of being with deaf friends, so that your child may be with hearing, talking people. You will have to go with your child to places where hearing people are, such as movies, church, children's parties, sports, etc. You will have to keep up with your child's changing interests and not be left behind as she grows up. You will have to know what is going on in the world, because your child will know from school and from her friends. It may be hard, but it will be worthwhile. You will be a more interesting person yourself. What's more important, you will be friends with your child and will keep her close to you during her growing years.

Would you like to do more for your child's language development? Every parent is busy, but if you are interested, you will find the time. You can teach your child to print. Start when she is about 3½ years old. Use a felt-tip pen if possible. Children like it and it is easy for them to use. Or use a crayon.

Teach your child only the capital letters first. Teach them in any order that is the easiest for her – you do not have to start with A. For example, the capital letters I, L. X, T, H, F, E might be the easiest ones to start with. Do not confuse her with the small letters, a, b, c, d, at this time. Teach her the capital letters first until she knows them. Be patient; do not rush her. She should learn them slowly and have fun doing it. Please do not "push" her if she is not interested. If she shows that she does not want to do it any more, stop it immediately.

Remember, children learn by playing and having fun. Preschoolers are too young to be forced to study. Another thing to remember is that children this young cannot pay attention to one game for a long time. Keep the teaching-game time short so she can enjoy it. Five minutes at one time is long enough. If your child wants to play longer, okay. Use your common sense. Above all, learning must be fun for children.

Vocabulary:

educational – ej′ ə kā′ shən l – teaching; helping to develop the mind or body

interest – in′ tər ist – a feeling of wanting to know or do something

worthwhile – wėrth′ hwīl′ – worth the time and work something takes

push – půsh – keep on with something; try to make someone keep doing something

force – fôrs – make someone do something

Assignment:

1. Why will you have to give up some of your time being with deaf people?

2. When do you start to teach your child to print?

3. Which letters should you teach your child to print first?

4. What should you do when your child gets tired of doing something?

5. For about how long should you teach or play a game with your child?

6. Learning must be _____ for children.

## More Help for Your Child's Language Development (2) Lesson 10

Objectives: You will know how it helps to write books with a child.
You will know how to write books with a child.

Information: You can go further to help your child's language development by teaching him to make his own books. But before we go on, know that you do not have to do all these further things in lessons 7 and 8 of this unit if you find it very difficult.

If you can do these things, they will be a big help to your child to get him started learning now when he does not have to. At this stage of his life he can take his time and go very slowly. In kindergarten and first grade he will have to study to keep up with the other children. These activities will give him a good start in kindergarten. Besides, it is fun to see what you can teach your child; it is fun to be with him and play with him. When he is 16 years old it will be too late to teach him anything. The preschool years are not very long, but they will greatly influence the rest of his life.

Making books can be a very exciting thing to do with your child. Start when he is about 3 years old. Let him pick out what he wants to write about. He will talk and you will write. Let him say something about what he picked. You write it on the first page – only one or two

words. Then go on to the next page. For example, he might talk about his dog, and say that the dog barks. On the first page write the dog's name. Let's pretend the dog's name is Wendy. On the second page write "Wendy barks". Go on this way until your child gets tired of "writing." Use large letters. Help your child find a picture of a dog and paste it on the first page. Or your child can draw a picture. You will need old magazines that he can cut up. The book will end when he gets tired of it.

Put your child's name on the cover of his first book and a picture of himself. This will be his very own book. You can write titles that he thinks of on the next books. But his first book should have his name on the cover.

Think how proud your child will be when the book is finished. Later when he has learned to print, he can print the books himself. You will have to spell the words for him. Do not correct his writing. Whatever his letters will look like, that will be fine. Praise all his writing.

Vocabulary:

further – fėr′ ŦHar – more; extra

difficult – dif′ i kult – hard

stage – stāj – one time in a person's development

influence – in′ flü ans – have power over; change something by having power over it.

correct – kə rekt′ – make better; change a wrong thing to what is right

praise – prāz – say nice things about a person or thing; approve

Assignment:

1. Why is it good to get your child started learning before he goes to school ?

2. When can you start making books with your child?

3. Write a book with your child here in this class. When you are finished, put a check (✓) here ☐

4. You should not _____ a child's writing in his book. _____ all your child's writing.

## More Help for Your Child's Language Development (3) Lesson 11

Objective: You will know how it helps a preschool child to learn to read or to get ready to read.

Information: Try to make your child curious about words and their meanings. Do this in many different places. On the way to the store, point out words on signs: Stop, No Left Turn, No Parking, etc. Inside the store, point to signs, words on cereal packages, cookies, etc. When watching T.V., call your child's attention to words on the screen during commercials. If you do this, soon he will start to ask you what words mean when he sees them.

Inside your home, have a blackboard and chalk just for your child. Have paper, pencils, felt pens, and crayons that he can easily use when he wants to. A set of plastic alphabet letters with magnets that stick to the refrigerator or his own board can be a help and fun.

Getting your child ready for school will be your responsibility. What you do will be of great importance. When you do all the things we talked about in lessons 7, 8, 9, 10, and 11 of this unit, you might be getting your child ready to read at the age of 4 or 5. You do not have to teach her to read, but if she wants to and she is ready, you could start. She may start reading with you, or she may learn in nursery school or kindergarten. We know that children who learn to read before the first grade do better in school in reading than the children who do not learn to read early. Also, the early readers stayed ahead in reading.

You do not have to teach your child to read, but if you get him ready to read he will be more successful in school. To summarize, your child will do better in school if you work with him, play with him, and teach him during his preschool years.

Vocabulary:

curious – kyür′ē əs – wanting to learn

attention – ə ten′ shən – looking at something and thinking about it

screen – skrēn – the part of a TV set that shows the picture

commercial – kə mer′ shəl – the part of a TV program that tries to sell things

magnet – mag′ net – something that sticks to metals like iron or steel

successful – suk ses′ fůl – doing well

Assignment :

1. What can you do to make your child curious about words and their meanings?

2. What can you have for your child inside your home to help your child in language development?

3. Do you have to teach your child to read before the first grade?

4. Do you have to get your child ready to read before the first grade?

5. What can you do with your child in his preschool years to help him be successful in school?

## UNIT VI – CREATIVE PLAY

**Importance of Creative Play** **Lesson 1**

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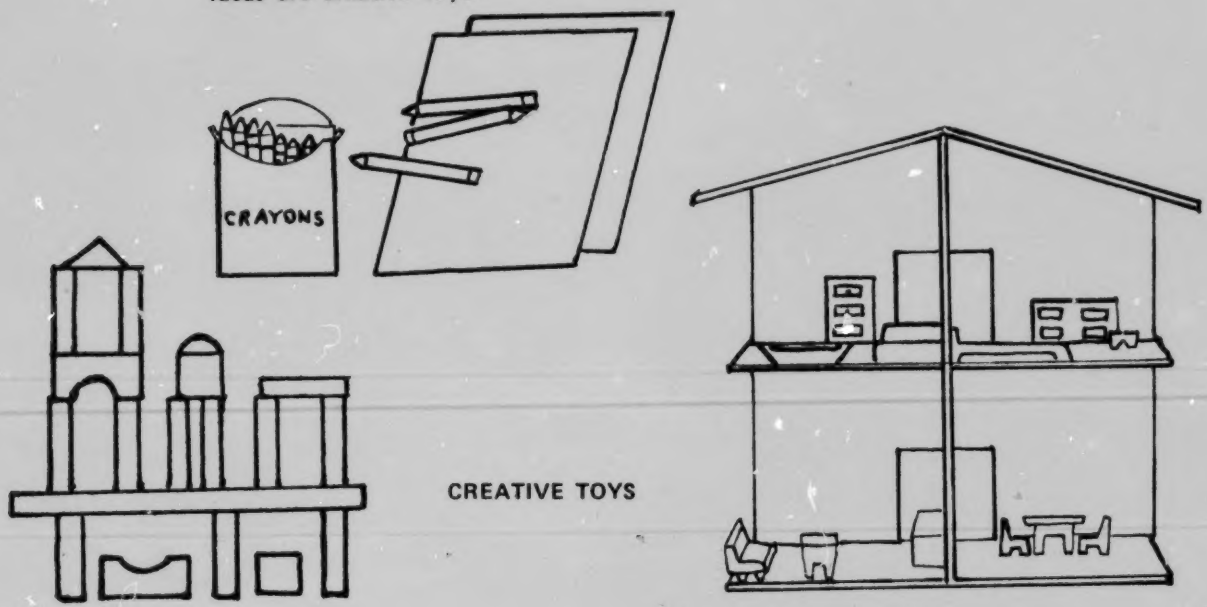
Objective: You will know what creative play is and why children need creative play.

Information: All the things your child makes are called creative projects. "Create" means to make something. Creative projects are the things that are made. They are good because a child feels proud when she can make something by herself to show her mother and father. Creative projects also make her feel happy and satisfied. She says to her parents, "Look what I made all by myself!"

When a child makes something, he has to think and use his imagination. This helps his mind to develop. When a child uses his imagination in play, this is called creative play. Examples of creative play are building with blocks, playing house, painting

on a piece of paper, listening to a story, and all other play that makes him have ideas in his mind. Toys that make a child have ideas are creative toys.




CREATIVE TOYS

One important thing you must remember about creative projects – let the child make the thing herself. Let her do as much of it as she can, and you help her only when she needs help. Do not make it for her. If she makes it by herself, then she learns. This is called a learning experience for the child. It will not be perfect, but to the child it will be beautiful. That is what is important.

Vocabulary:

satisifed – sat′ is fīd – feeling good inside of yourself; feeling pleased with yourself

imagination – i maj′ ə nā′ shən – making pictures in your mind; thinking of something that is not there

idea – ī dē′ ə – a picture in the mind

Assignment:

1. What does create mean?

2. What are creative projects?

3. What is creative play?

4. Give three examples of creative play.

5. What are creative toys?

6. Why are creative projects good for a child to make?

7. What should you remember when making creative projects?

**Finger Painting** **Lesson 2**

---

Objectives: You will know that finger painting is important to children.

You will know how to have children finger-paint.

Information: Children like to get dirty when playing, and we are always asking them to keep clean. That is why finger painting is good for them. It gives them a chance for messy playing. They feel and touch and mess up the smooth finger paint. Let them play with the paint – it will wash off easily with water. But be sure to put their aprons on first. Maybe if they are messy at this time, they will not need to be messy at other times when you do not want them to get dirty.

Put a little bit of finger paint on the table, add a little water, and mix with fingers until smooth. The children can play and make designs on the table. When they draw a picture they would like to keep, put finger-painting paper on top of the drawing. Press down gently and carefully. Lift the paper up and put it somewhere to dry. Finger-painting paper has a shiny side and a dull side. Be sure to put the shiny side down on the table next to the paint.

If you do not want to put paint on the table, here is another way to finger-paint:

1. Cover the table with newspaper.

2. Wet a sponge and use it to wet the finger-paint paper your child will use.

3. Put a little finger paint on the paper.

4. Now let your child mix the paint on the paper and have fun.

You can teach colors by letting the child mix them to see what new colors he can make. Teach him the names of the colors, such as red, green, blue, etc.

Show your child that he can slide his hands on the paint, use all his fingers to draw, pat the paint, rub the paint, and make all kinds of designs in the paint. When finished, give your child a sponge and a dishpan of water and ask him to clean up. Children have fun cleaning up the paint.

Vocabulary:

design – di zīn′ – a picture made with lines or colors; it does not mean anything, but looks nice.

shiny – shīn′ ē – bright

dull – dul – not bright; not shiny

gently – jen′ tlē – softly; not rough or hard

Assignment:

1. Why is finger painting good for children?

2. What must the children do first before they start to finger paint?

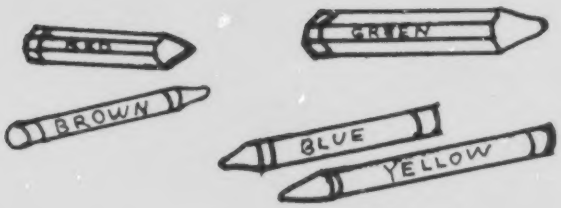
3. Which side of the finger-painting paper do you put down on top of the finger paint?

**Crayons** **Lesson 3**

Objective: You will know how children should use crayons.

Information: If you have small brothers and sisters or small friends, you have learned that children like to draw on walls, on kitchen cabinets, in books, on anything. When you have your own home, you must be smart. Before your child "decorates" your kitchen walls, give her paper, crayons, paints. Let her express herself where you want her to, on the paper.

Buy big, fat crayons for young children, and let them draw anything they want. Help them only when they need help. At first it will be scribbling, but as the child grows, the scribblings become something you can recognize.




Do not buy coloring books often. The crayon work should be the child's own thinking and imagination, the same as in any other creative play.

Scribbling with crayons is good practice for children. They learn to control their hands. Later it will be easier for them to learn to write.

Vocabulary:

decorate – dek′ ə rāt – to make beautiful

express – eks pres′ – to show what you feel and think inside of yourself

Assignment:

1. Do children like to draw?

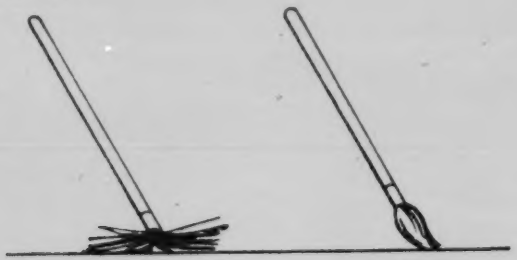
2. What kinds of crayons should you buy for young children?

3. Why should you not buy coloring books often?

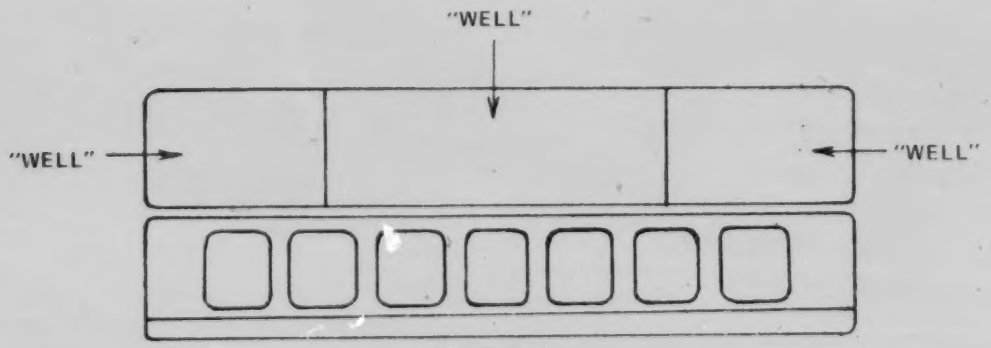
Water Colors Lesson 4

Objective: You will learn about water colors for children.

Information: Painting with water colors is something else children like to do. Show your child how to use the end of the brush for painting, and not to push down hard with the brush on the paper.



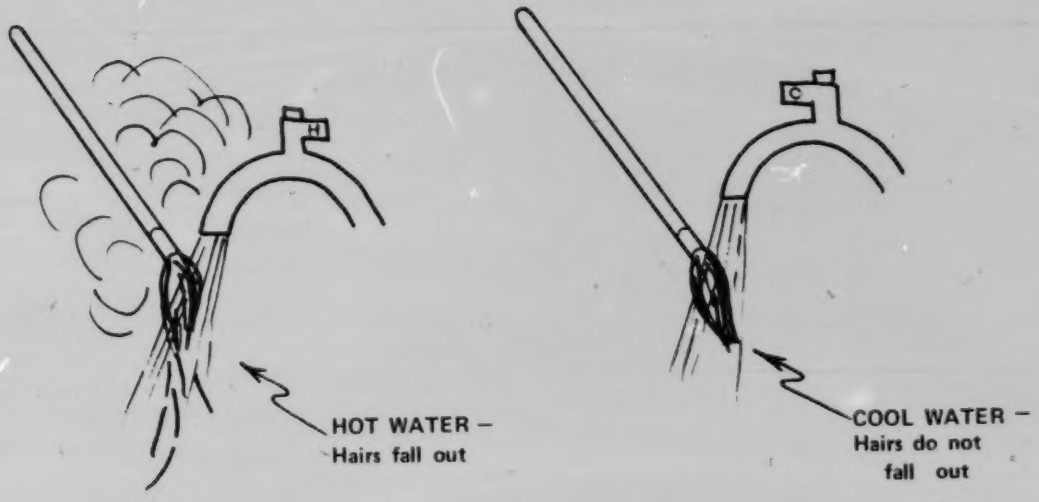

Teach your child how to mix two or more colors in the "well" of the paint box, which is the inside top of the box.



PAINT BOX

The child must not mix one color with another color on top of the colors. She must keep the colors clean. If she is using the red color and wants to change to the yellow color, she must wash the brush in clean water first. Then she may use the yellow color. All mixing of colors must be done in the well of the box only. If you look at the paint box, you will know what the well is.

Give your child some water to keep his brush clean. We have plastic containers in the classroom to use for the water. When the child is finished, clean the paint boxes and leave them open to dry. Clean the brushes in cool water, not hot water. Why? Because hot water will melt the glue in the brushes, and the hairs will fall out.




You may gently squeeze the brushes in a paper towel, then let them dry in the open paint box. As with all other creative play, your child should paint whatever he wants to. He must use his own imagination and express his own feelings on paper.

Vocabulary:

container – kən tan′ ər – box, can, jar, etc., used to hold something.

gently – jen′ tle – softly; easily

feelings – fel′ ingz – what a person feels, inside of himself; feelings can be of anger, joy, love, hate, etc.

Assignment:

1. What is the "well" of a paint box, and what do you use it for?

2. A child must _____ the paintbrush first before changing from one color to another.

**Clay and Play Dough** **Lesson 5**

Objectives: You will know how art helps children express themselves.
You will know the value of clay and play dough for preschool children.
You will learn to make play dough.

Information: Art is a means (a way) of self-expression; it is a "language" to express feelings. A preschool child cannot talk well (good) yet – she does not know many words. Through art she can "say" things. Her feelings of joy, anger, fear, hate, etc. can be released (can come out of herself). Her feelings can be painted on paper, or can be put into an object made out of clay. Then she feels better. That is why you should let a child make the picture she wants or the object she wants. She should not try to copy what an adult has made.

Clay is good for your child to play with because he can use his imagination and make something, or he can just play with it. What he makes may not be perfect, and you may not know what it is, but he will know. And that is what is important. He uses his own mind to think what to make and how to make it. You can help him if he needs help, but if he makes it by himself it will be a learning experience for him.

Children like to feel and touch the clay and play with it. That's the reason they make mud "pies." It is good for them to play by touching, feeling, and using their fingers to mix something soft. It relaxes them and makes them feel better when they can roll it, pat it, make something, and then smash it down and start all over again.

You can buy clay in the store or make some at home. Here is a recipe that will keep well in the refrigerator if it is wrapped in plastic.

Play Dough

3 C flour
1 C salt
1 C water
1 T oil
Few drops of food coloring
Vanilla (if you want it to smell good)

Mix flour and salt. Put food coloring and oil into water. Add water gradually (slowly) to the flour mixture, and mix. Add vanilla and mix.

Vocabulary:

dough – dō – a mixture of flour and other things that makes a soft material that you can make things with.

object – ob' ject – any thing that you can touch or handle

release – rē lēs' – to let something out that has been kept in

learning experience – lern′ ing eks pir′ ē ans – learning something new by making or doing something by yourself

Assignment:

1. A child can _____ things through art.

2. A child's _____ of anger or joy can be painted on paper.

3. Should you tell your child what to make?

4. A child should use his own _____ to make something from clay.

5. Children like to _____ and _____ clay, mud, and other soft things.

6. Children _____ and feel better after playing with clay and mud pies.

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**Painting at the Easel** **Lesson 6**

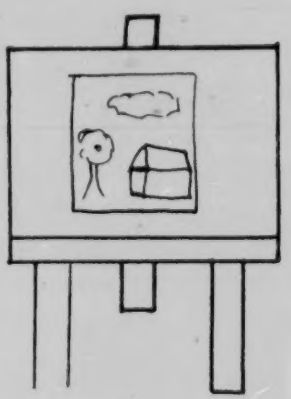
---

Objective: You will know how to have children paint at the easel.

Information: Painting at the easel is another way for a child to express her feelings without using words. Let her paint what she wants to, even just lines or scribbling. Her painting does not have to look like any person or object. The important thing is that she does it herself and enjoys doing it.

Your child will need:

1. An easel (e' zl)



or

2. Large pieces of paper for painting
3. Paints (called tempera)
4. Paper cups

   or

   Small tin cans, jars, etc.
5. Large, flat brushes

Leave your child alone and do not tell her what to paint. First give her only <u>one</u> color and let her try painting. Later you may give her more colors, but she will need a brush for each color to keep the paints clean and not mixed up.

You can teach your child to make new colors by mixing the colors. Put some yellow paint on the paper with the yellow brush. Add to it some blue paint with the blue brush. Then let the child mix the colors and see what happens. Do this with other colors also.

If you do not have an easel at home, you can use a table covered with newspaper. Your child can use this instead of an easel. You do not have to buy everything. Use what you have in your house. If you do not have clean paper to paint on, your child can paint on old newspapers. Most children like to paint, and they do not care what they paint on.

Putting newspapers under the table or under the easel is a good way to catch all the drops of paint.

Be sure your child wears an apron. An old shirt can be worn backwards so that you can button the shirt in the back. This way the child is completely covered.

Maybe your child will not want to paint. Do not force him. Painting is only one way for your child to have fun.

Vocabulary:

scribbling – skrib′ ling – making marks on paper that do not mean anything

tempera – tem′ pər ə – name of the paint used for painting at the easel

completely – kəm plēt′ lē – all; entirely

force – fôrs – to make someone to do what he or she does not want to do

ASSIGNMENT:

1. What is important when your child paints?

2. What is the name of the paint?

## UNIT VII – DISCIPLINE

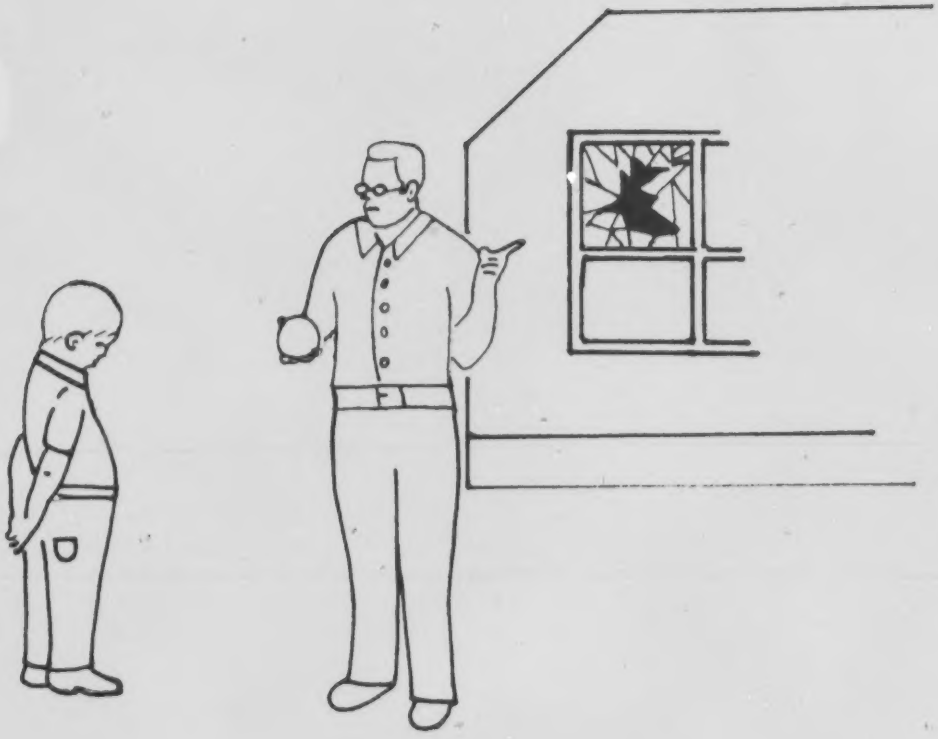
**What Is Discipline?** Lesson 1

---

Objective: You will know what discipline means.

Information: The word "discipline" is a very important word in the raising of children. Children cannot grow up properly without it. Without discipline children are not happy. They need discipline to learn to control themselves. A well-disciplined child knows what to do and how to do it. For example, he knows that at 8 o'clock he must say good night to his parents and go to bed. No problems. An undisciplined child argues or begs his parents to let him stay up later than 8 o'clock. The child cries, the parents get angry, and everyone is unhappy.

The words "to discipline" mean to train the mind and character. They mean to bring things under control. They also mean to teach. Sometimes "discipline" does mean to punish, but only if it helps the child. Good discipline many times makes punishment unnecessary. In the example of going to bed at 8 o'clock, the well-disciplined child did not need any punishment, because he knew exactly what to do. Maybe the child that was not disciplined had to be punished by his parents, because he would not obey.



*Punishment may sometimes be necessary to discipline a child.*

Now you can understand that disciplining a child means doing all the things that will train and teach the child:

1. to obey his or her parents
2. to please the parents and other people
3. to control himself or herself

Discipline does not mean punishment, but sometimes some kind of punishment may be necessary to teach the child.

Vocabulary:

discipline – dis′ ə plin – training of the mind and character. To discipline is to teach children to obey; to teach children to control themselves.

raising – rāz′ ing – bringing up of children; taking care of children as they grow up

properly – prop′ ər li – in the right way; correctly

control yourself – kən trōl′ yôr self′ – make yourself do what you know is right

argue – är′ gü – to give reasons why not; to "fight" with words instead of actions

beg – beg′ – to ask and ask again

character – kar′ ik ter – the way a person is inside – good, kind, honest, etc., or bad, mean, dishonest, etc.

unnecessary – un nes′ ə ser′ ē – not necessary; not needed

exactly – eg zakt′ lē – just so; without any mistakes at all

please – plēz – to be nice to someone; to give someone a good feeling.

Assignment:

1. Can children grow up properly without discipline?

2. Discipline is good because it teaches children to _____ themselves.

3. Discipline _____ means punishment (sometimes, always).

4. What three things does discipline teach a child?

5. Write if the child is disciplined or undisciplined in these examples:
   a. Jim argues with his mother when she tells him it is time to go to bed. _____
   b. Cindy cries because her mother did not buy her the toy that Cindy saw in the store. _____
   c. Becky comes when her mother calls her. _____

d. Patty sticks her tongue out at her father because he said no when she wanted to go out to play. _____

e. Peter cries and kicks his feet on the floor because he did not get ice cream. _____

f. Bobby says thank you to his mother after she sews a button on his shirt. _____

g. Mary will not help clean up the milk she spilled on the floor. _____

h. Steven hears his mother's signal and comes right into the house. _____

i. Tommy does not close the door when his father asks him to. _____

j. Karen helps her mother put the toys away. _____

## UNIT VII – DISCIPLINE

**How To Discipline** **Lesson 2**

---

Objective: You will know proper ways to discipline preschool children.

Information: One way to discipline children is to reward them for being good and to punish them for being bad. But a reward does <u>not</u> have to be something you <u>give</u> them, and punishment does <u>not</u> have to be a <u>spanking</u>. A reward can be a smile, and punishment can be a frown. If a child is good, you smile, praise her, give her attention, and show her that you are happy with her. If a child does something bad, do not smile at her, do not praise her, do not be friendly by paying attention to her. Show her that you are unhappy with her. This way a child will learn to be good, to get your smile and friendship. She does not want you to be angry with her. This is discipline by reward and punishment.

*Reward* – a smile and a hug

*Punishment* – no smile, no hug

When a child is very young and cannot understand things, you can discipline him by distracting him. This means if he is doing something you do not like, you can take him away from it and show him something else to do. This way he will forget about what you did not want him to do and will become interested in what is good for him to do.

A preschool child can usually understand things. Tell him how to behave once, twice, maybe three times. If he does not obey you then, sit him down on a chair and let him think about it. When he is ready to obey, he may get up.

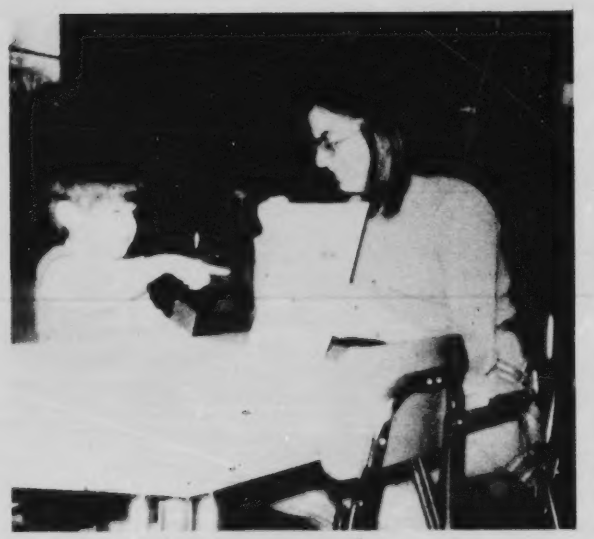
One important thing you must remember about discipline – be firm (strong in what you think and believe) and be consistent. "Consistent" means that you are the same with your child every day. He must obey you every time.

For example:

if you want to teach your child to put his toys away, he must do that every time he plays with toys. He cannot be told one day he must put them away, and the next day be told he does not have to put them away. This would confuse him. He would not know what you expect him to do.

To discipline your child, first be sure that what you ask of her is a good thing. Then make sure your child does it. This way she will learn to obey, because she knows you mean what you say. She knows she must obey you each time. She will be happy, because she will know what she may do and what she may not do.

Be the boss with your child, but be a loving and patient boss.



Vocabulary:

reward – ri wôrd' – to give something to a person for doing something that you are pleased with

frown – froun – a look on the face of being displeased

praise – prāz – to say that a person has done the right thing; to say nice things about a person

attention – ə ten′ shən – friendly actions, like talking to a person, being interested in what a person is doing, etc.

distract – dis trakt′ – to take someone's mind away from something; to do something to make a child think about something else.

firm – fėrm – strong in what you believe; not weak

consistent – kən sis′ tənt – being the same in what you do or think each time.

confuse – kən fūz′ – to mix up a person's mind; to make a child not know what to do.

expect – ek spect′ – to think that something is necessary. If you expect a thing of a child, that means you think the child should do it each time.

Assignment:

1. Explain discipline by reward and punishment.

2. What does it mean to discipline a child by distracting him?

3. Which child do you discipline by distracting, a toddler or a preschooler?

4. A preschool child may _____ on a _____ when he will not obey you.

5. You must be _____ with a child if you do not want him to be confused.

6. What does consistent mean?

7. When you ask your child to do something, should you change your mind?

## UNIT VII – DISCIPLINE

**Spanking and Other Punishments** **Lesson 3**

---

Objectives: You will know when a child should be spanked.
You will know other ways of punishing a child that are better than spanking.

Information: The better you discipline your child, the less spanking is needed. You want your child to want to do the right thing. Too much spanking will teach her to be careful not to get caught doing something wrong. And this is being sneaky. Or it will teach her to be afraid.

Spanking should be used to teach the child not to do the wrong thing again. It makes the child realize that she did wrong and to tell herself not to do it again. Spanking works better as discipline if it is not done too much. It should be used like spices in cooking – sparingly.

Spank a child for something bad she did deliberately, on purpose – and be sure she knows why she is being spanked. Many little children's actions that cause trouble are not done on purpose. Such mistakes should not be a reason for punishment. You must be sure of this before you spank.

Never spank a child just because you are angry. This is not fair to him, and this kind of spanking does not help the child. You must have a serious reason to spank; it must be because your child was disobedient on purpose. And remember – you spank because he did something bad, not because he is a bad child. Small children are not bad. They only do bad things sometimes. It is up to you to teach them to do the right things.

Besides spanking, there are other punishments that teach. These are punishments that happen because of the kind of bad thing the child did. For example, if your child spills something or makes a mess, he can help clean it up. If he hits another child, let your child be alone for a while.

When he misses his friend and feels lonely, he will realize what he did wrong. If he will not stop running through mud puddles, make him stay in the house while his shoes dry. This will probably teach him more than a spanking. If he breaks another child's toy, he can apologize, and maybe give that child one of his own toys. This will teach him to be careful when playing with other children's things. All these kinds of punishments are much better than spankings. They will teach your child it is easier to be good than bad.

Do not give gifts or treats to make a child behave. This is bribery. She must be good because she wants to be good and not because she will receive a treat. Then if you think she deserves a treat and you want to show your appreciation, let the treat be a surprise. Never say, "If you are good when we visit Grandma, I'll buy you candy. Tell her you expect her to be good.

Reinforcing good behavior by approving and praising is a much better way than punishing bad behavior by spanking.

Approving and praising help a child want to do good things.

Vocabulary:

sneaky – snēk' ē – doing bad things without being seen

realize – rē' al īz – to learn; begin to understand clearly

sparingly – spâr′ ing lē – in small amounts; a little at a time

deliberately – di lib′ ər it lē – on purpose; knowing ahead of time; because you want to

on purpose – on pėr′ pəs – with a purpose or plan; not by accident

serious – sēr′ i əs – important, needing a lot of thinking

apologize – ə pol′ ə jīz – say "I'm sorry"

treat – trēt – a gift of food or drink; something that gives pleasure

behave – bi hāv′ – act well; do what is right

bribery – brīb′ər ē – giving a reward for doing something

deserve – di zerv′ – be worth a reward for doing something good

appreciation – ə prē′ shē ā′ shən – thanks; a feeling of liking something that was done; a feeling of approving of something

reinforce – re′ in fôrs′ – to make something stronger; strengthen something

behavior – bi hāv′ yər – way of acting

approve — ə prüv' — to be pleased with something; think something is good; show that you like something

Assignment:

1. Why should you not spank your child too much ?

2. If a child is being spanked a lot, do you think something is wrong? Why?

3. Before you spank, what must you be sure of?

4. Besides spanking, how else can you punish a child?

5. What is the difference between giving a child candy before he behaves, and giving him candy after he behaves?

6. _____ and _____ are better than punishing by spanking.

## UNIT VII – DISCIPLINE

**Teaching Honesty to Preschool Children (1)** **Lesson 4**

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Objective: You will know how important it is to be an honest parent.

Information: Honesty in children grows slowly. Children have to learn from experience that it is better to be honest than dishonest. Since you are your child's first teacher, and a child imitates what he sees, you must first be an honest person yourself. Nothing gives what it hasn't got. You must love and respect honesty if you want your child to be honest.

Always be honest with your child. For example, you are going out of the house, and you know he will cry when you leave. Do not sneak out of the house when he is not looking. Tell him you must leave him at home with the baby sitter, and say goodbye to him. Maybe he will cry, but he will know that you are honest with him. He will learn to trust you and believe you, even if he must stay at home with the baby sitter. If he did not see you leave, he would be scared, because he would not know what happened to you. He would just know that you are not there.

Another example of being honest with your child is to tell her where you are taking her even if she will not like it. If you are taking her to see the doctor, tell her that. Do not make up stories just so she will not be afraid. Always be truthful with your child – that is part of training your child.

Vocabulary:

experience – eks pir′ ə ans – what happens to a person; anything that a person has seen, done, or lived through

dishonest – dis on′ ist – not honest; not truthful

imitate – im′ i tāt – copy; do something the way someone else does it.

respect – ri spekt′ – think that something is very important; think very highly of something

trust – trust – believe in the goodness and honesty of someone

training – trān′ ing – teaching as a child grows up; bringing up a child; educating

Assignment:

1. If you want to teach your child honesty, you must _____ and _____ honesty yourself.

2. You must always tell the _____ to your child.

3. Always be _____ with your child.

4. A child will learn to trust and believe you if you tell him the _____ at all times.

5. In talking about honesty, what does this mean – "Nothing gives what it hasn't got?"

6. If you think the child will cry or be afraid, should you tell him something that is not true? Why?

## UNIT VII – DISCIPLINE

**Teaching Honesty to Preschool Children (2)** **Lesson 5**

---

Objective: You will learn more about teaching children to be truthful.

Information: Children have good imaginations and make up stories. This is natural and normal and is different from telling a lie. You will be able to tell the difference between imagination and lying. If your child tells you a lie, let him know immediately that you know he did, and that to tell an untruth is very bad. He must not continue to lie. It must be stopped immediately. Your child must understand that you love him, but you do not like his telling a lie.

If a preschooler continues to tell lies, stop and think about it. Why does she? Try to understand why, and then try to help her. Maybe she is afraid she will be punished, or you will not love her if she tells you she did something wrong. Be careful when you punish her. She must understand that you are punishing her for doing something disobedient, but because she told you about it you will punish her less. Or do not punish her at all when she breaks something accidentally and tells you about it. Your child must realize:

1. You appreciate that she told you the truth.
2. That to tell the truth is good and will not get her into more trouble.
3. She will be punished for disobedience and lying only, and not for telling the truth.

Start teaching your child when he is still young, before he goes to school. Let him grow up being honest, so he will not learn to lie. As quickly as he starts to tell something untrue, that quickly you must correct him. You must stop the lie immediately.

Read, or have your hearing friends read stories about honesty to your child. Buy books and record books that tell a child about the beauty of being a truthful person.

Vocabulary:

natural – nach′ ə rəl – usual; expected; because a person was born that way

normal – nôr′ ml – usual, what most (greatest number of) people do.

immediately – i mē′ dē it lē – at once; next; right away; without waiting

untruth – un trüth′ – something that is not true; a lie

continue – kən tin′ū – to keep on doing; do again and again

disobedient – dis′ ə bē′ dē ənt – not obeying; not obedient; refusing to obey

accidentally – ak′ sə den′ tl ē – not on purpose; by chance; by carelessness; without thinking about it

realize – rē′ əl īz – begin to understand clearly; to know

appreciate – ə prē′ shē āt – to value; to like very much; to think very highly of something

correct – kə rekt′ – to change a wrong thing to what is right

Assignment:

1. Children have good _____ and make up stories.

2. Should you punish a child for making up stories?

3. Should you punish a child for telling a lie?

4. Your child must know:

   a. You appreciate the _____

   b. To tell the _____ is good.

   c. You will punish for _____ and for _____ only.

5. When should you start teaching your child to be truthful?

6. You must stop your child from lying _____

## UNIT VIII – PHYSICAL AND EMOTIONAL DEVELOPMENT

**Physical Development of the Preschool Child** **Lesson 1**

---

Objective: You will learn about the physical development of preschool children.

Information: Each child is different, but all children go through the same general stages of development (growing up). They grow at their own rate of speed. For example, some children start to walk earlier, and some children start to walk later. All children do not start to walk at the same age. This is what makes them different. But children are the same in that they all must go through the same stages of growing up.

CRAWLING

STANDING

For example, each child has to know how to crawl first before he can walk. After he can crawl and stand up by himself, he will try to walk. Crawling, standing, walking are stages of development.

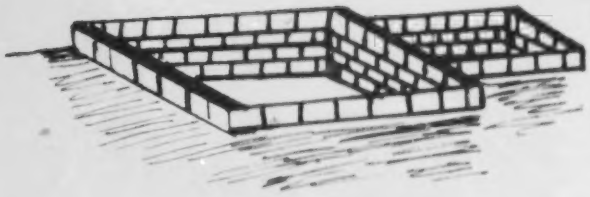
WALKING

RUNNING

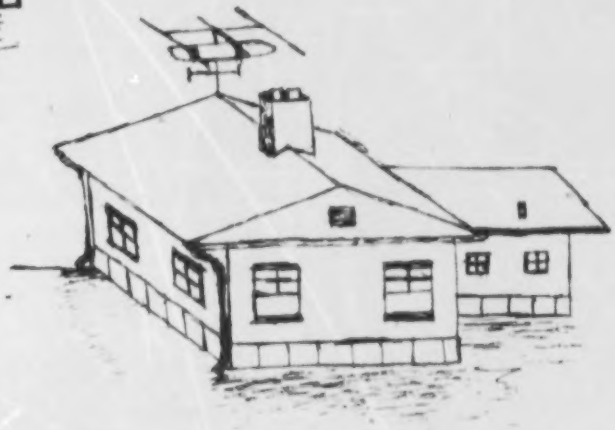
Another example is saying baby words first, then talking. This also children do at their own rate of speed. Some learn to talk at 2 years of age and others at 3 years.

Do not compare one child with another and think that one is smarter than the other. This is not fair because, as we said, children grow at different times. The most important fact to remember is that every child must go through one stage before he can go on to another. This is one of the most basic facts that scientists have found out in the past 40 years or so.

Another basic fact is that there are more stages of development in the first 5 years of a child's life than at any other time of life. Also these stages are more important than any others. As we said in Unit III, during the first 5 years, a child's basic personality is set, and this is the foundation your child will build on for the rest of his life.



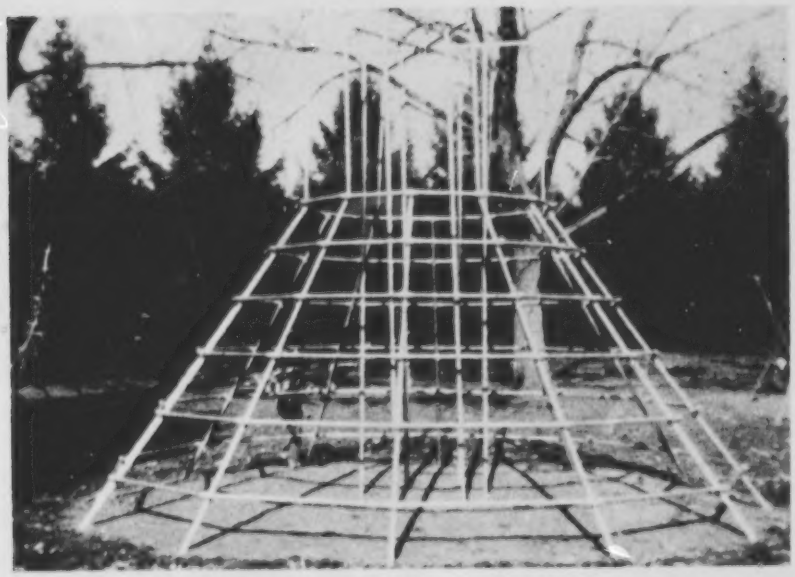
Foundation of a house



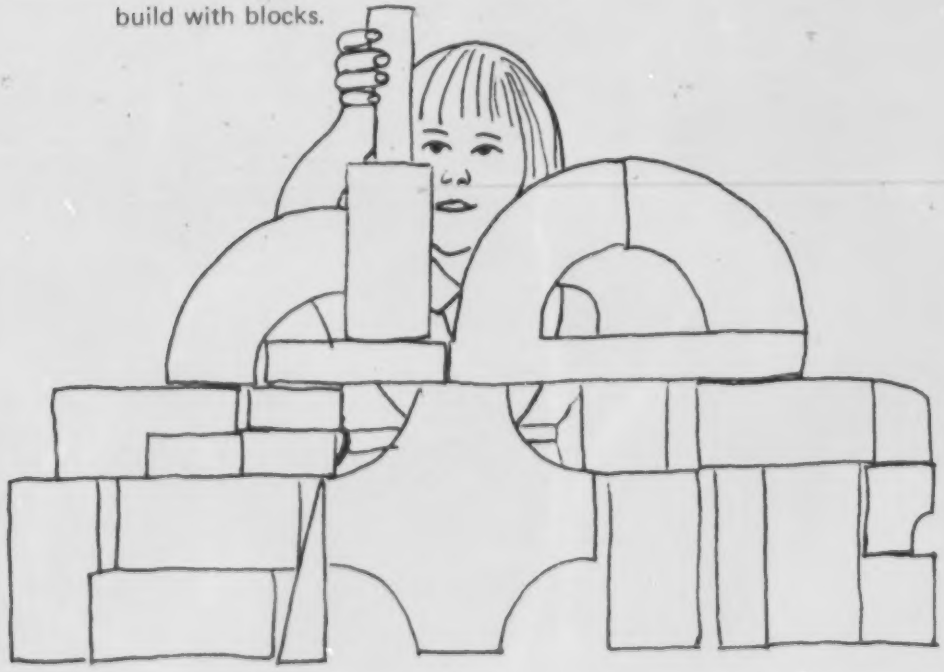
The house is built on the foundation

A house is built on a foundation. The foundation is the lowest part of the house, on which the rest of the house is built. If you want a strong house, you must have a strong foundation. It is the same with your child. Your child's first 5 years are her foundation, and she will build her life on these 5 years. Now you can understand even more why these preschool years are very important.

Some of the things a preschooler can do are walk and run, talk, ride a tricycle, cut with scissors, throw a ball, and play on playground equipment such as see-saw, sliding board, swing, and jungle gum.



A preschooler can dress herself and wash her hands before she eats. A 4- or 5-year old can take a bath by herself and go to the bathroom alone, but a 3-year-old may need help in buttoning and unbuttoning her clothes. A preschooler can pick up and put toys away where they belong, and can build with blocks.



Vocabulary:

stage – stāj – one step in an activity or happening

stage of development – stāj' uv dē vel' əp mənt – a step in growing up

general – jen' ər əl – about the same; the same in the most important ways

rate of speed – rāt' uv spēd' – how fast or slow something happens. To say that children grow at their own rate of speed means that some grow fast and some grow more slowly.

set – set – made firm

fact – fakt – a thing that is known to be true.

basic fact – bā' sik fakt – a very important truth; a starting point that can be used as the foundation to build knowledge and understanding on.

compare – kəm pãr' – to see how certain things are alike

foundation – foun dā' shən – part on which the other parts rest; part of something on which the other parts are built or added to

Assignment:

1. All children are different, but how are they the same?

2. Do all children grow at the same rate of speed?

3. What does it mean to say that children grow at their own rate of speed?

4. Write your own example of stages of development.

5. Why are the first 5 years of a child's life like the foundation of a house?

6. What are some of the things a preschooler can do?

## UNIT VIII – PHYSICAL AND EMOTIONAL DEVELOPMENT

**Physical Needs and Training of a Preschooler** **Lesson 2**

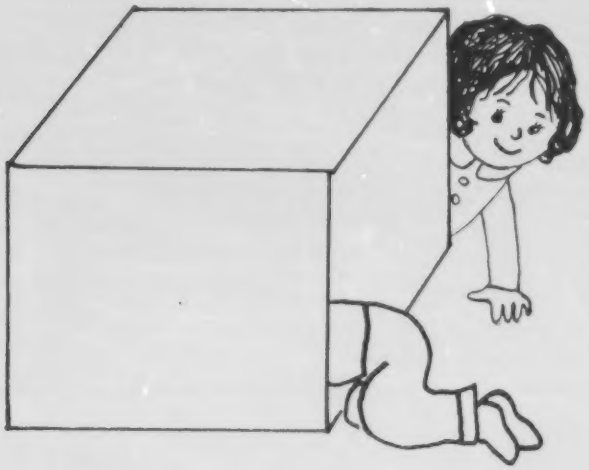
---

Objective: You will learn what kinds of toys a preschooler needs to develop both body and mind.

Information:

Your preschool child will need many different kinds of toys to help him grow and develop. As a baby he learned to use his fingers to pick up toys to play with. Usually they all ended up in his mouth. Now he will need toys to develop his large muscles by jumping, climbing, running, and pulling. Outdoor play equipment, such as you see on a playground, is very good. He will need some kind of jungle gum for climbing. Sandboxes with spoons, pie pans, and sifters will give your child (and you) hours of fun. If you do not have a sandbox, let your child dig in the dirt in your backyard. Give him some water to play with to make mud pies. This will keep him busy, and he will learn by touching and playing with the sand and mud.

Other large toys your child can use are tricycles, wagons, large building blocks, a play tunnel, and large empty boxes to climb in, on, around, under, and through.



To develop the smaller muscles and his mind, your child will need crayons, paper, pencils, children's scissors, glue and paste, paints and brushes, clay, old magazines for cutting up, pounding toys for hammering, building blocks, small trucks and cars, dolls, put-together toys, plastic people and animals, and beads for stringing.

Other good toys that teach are alphabet and number games, matching games, puzzles, magnets, records and record player, record books, and many other games that make a child sit down to play and think a little bit. Children also enjoy rhythm and musical toys, such as a drum.

You do not have to buy all the toys. Some can be made, such as bean bags and other soft toys. Many can be found in the home, such as:

kitchen pots and pans
old pie and cake pans
paper bags
empty boxes
clothespins
old tires (for the backyard)
old clothes
coffee cans and other cans
plastic containers from cottage cheese, etc.
empty spools of thread
newspapers
kitchen utensils

Anything your child likes to play with is a toy. But be sure the toy is safe and will not hurt a child.

Vocabulary:

sifter – sif' tar – a tool with small holes or a screen in it, used to break up lumps

pounding toy – pound' ing toi – a toy to hit with something or to use for hitting something else; a toy used to hammer with

utensil – ũ ten' sil – a tool for use in the home

Assignment:

1. A preschool child will develop the large muscles by _____ _____, _____, and _____

2. What kinds of toys will help to do this?

3. If you do not have a sandbox, what can your child do?

4. What kind of scissors should a child use?

5. What toys does a child need to develop the smaller muscles?

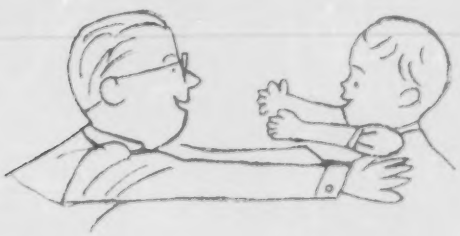
6. What toys does a child need to develop the mind?

**Emotional Development of a Preschooler** Lesson 3

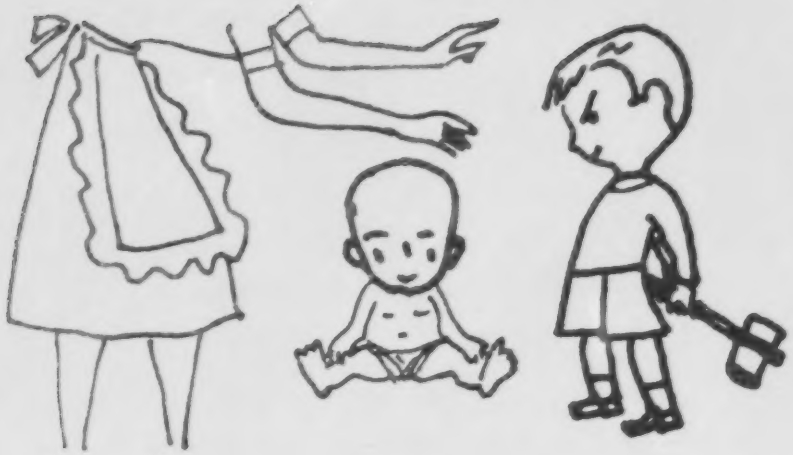
---

Objective: You will learn about the emotions (feelings) of a preschool child and how you as a parent can help your child's emotional growth.

Information: A preschool child loves both his mother and father and shows his affection for them by kissing and hugging. As a baby he loved his mother the most, because she took care of him the most. But at about 2 years of age, his love for his father grows more. He is happy to see his father when father comes home from work. He likes to get his father's attention and play with him.



If your child has older brothers and sisters he will love them if they have showed love to him. But a new baby in the house takes attention away from older children and keeps mother very busy. For this reason an older child may feel jealousy toward the new baby. This is natural, and you must remember to give the older child extra love and attention at times like this. Sometimes be alone with him again, as it was before the new baby was born. Ask him to help you take care of the baby, and he will feel important again.



Children have fears. They may be afraid of many things – darkness, animals, fire engines, old people, thunder and lightning, or strange noises. They may have nightmares (bad dreams). Try to know when your child is afraid. Help her by talking about it. Hug her; make her feel loved and secure. If she is afraid at night, stay with her for a while until she feels better. Do not make fun of her because she is afraid of something. Try to understand and talk to your child about something pleasant to get her mind off her fears.

Sometimes children feel anger when playing with their friends. This happens when two children want the same toy, or if one child grabs a toy away from another child. Because of things like this, you must pay attention to your child when he is playing. Check on him from time to time.

A child becomes angry with adults too, because she is always being told what she may do and what she may not do. Your child must learn to obey you, but you should make things easier for her by thinking of her feelings and by trying to be fair with her. Sometimes by being smart you can keep your child from getting angry. For example, if she is busy playing at something, tell her ahead of time that soon she will have to stop and get ready for lunch. This way she will have time to slow down and will not be pulled away suddenly from something she is very interested in.

Some young children kick, stamp their feet, jump up and down, bite, scream, throw themselves on the floor, hold their breath until their faces turn blue, or cry very hard and loud. All these things show anger, and we call this kind of behavior a temper tantrum. Children begin temper tantrums around the second year, and they last usually

until about 3½ to 4 years for most children. All children do not have temper tantrums, but do not be frightened or ashamed if your child does. If she will not obey you, ignore her. When she learns that temper tantrums will not give her what she wants, she will stop. Do not give her things when she is angry. If you start to teach her this when she is young; if you show her love, and give her things only when she is good, your child probably will not have any temper tantrums.

When your child sulks and pouts, says no, or will not obey you, sit him down on a chair to think it over. He may get up when he feels better and wants to cooperate. You should stay calm, not get angry, and think how best to help your child control himself.

"No"

Vocabulary:

emotion – i mō shan – strong feeling of any kind – love, hate, fear, joy, etc.

affection – ə fek′ shən – love; friendly feeling

jealousy – jel′ əs i – a feeling that someone else is loved more than you, that too much attention is being given to someone else

nightmare – nīt′ mãr′ – a very bad dream

secure – si kyůr′ – protected; safe; not afraid;

while – hwīl – a short time, until something is expected to happen

pleasant – plez′ nt – nice; giving pleasure

fair – fãr – h[illegible]est; doing the right thing; thinking as much about another person as of yourself

suddenly – sud′ ən li – quickly; not expected

temper tantrum – tem′ pər tan′ trəm – throwing oneself around because of anger

ignore – ig nôr′ – pay no attention to

probably – pröb′ ə blē – more likely than not; as expected

sulk – sulk – to be in a bad mood; to show anger or unhappiness quietly

cooperate – kō op′ ə rāt – work or play nicely with others

calm – käm or kälm – quiet; not angry

Assignment:

1. How does a preschool child show love for the parents?

2. At about what age does love for the father begin to grow more?

3. If your older child feels jealousy toward the new baby, what can you do to help him or her?

4. What are some common fears that many children have?

5. What should you do to help them, and what should you not do to help them?

6. Tell two ways you can help your child from being angry.

7. What are temper tantrums?

8. Do all children have temper tantrums?

9. Temper tantrums show a child's _____

10. What can you do to help keep your child from having temper tantrums?

11. When your child gets angry, pouts, and says "no", you should stay_____

## UNIT VIII – PHYSICAL AND EMOTIONAL DEVELOPMENT

**Emotional Needs of a Preschooler** **Lesson 4**

---

Objectives: You will learn what the three most important emotional needs of a preschooler are.

You will learn why a child's self-concept is very important.

Information: Your child is a human being and has the same feelings as any other person. She needs first and most importantly of all to be loved and to love. When the child is very young, this love will come from the parents and the family. Later it will come from other people also. An important fact to remember is that a child can never have too much love. Give her all the love you, as a parent, can. She needs this love to grow on. You will love her because she is herself. Even when your child does something disobedient, you still love her. You do not love the bad thing she does, but you continue to love her. If she does something good, you are happy – but you do not love her just because she did a good thing. You do not love her because of what she does. You love her because she is herself and your child. You must understand this, and think about it. This must be clear in your mind.

A second important need your child will have is discipline. This we talked about in Unit VII. If you love your child you will discipline him, because it helps him to control himself now and later in life. This control will help make him a happy person.

As we said before, your child will need your love and encouragement every step of the way in growing up. She must feel that you are always there, ready to help her when she needs your help. She is a person who will be different from other people and who will be an individual. With your help she will develop her character and personality to be her own self.

You must give your child the freedom to develop naturally. This freedom is another need – the need for independence. The best gift you can give your child is this freedom to become herself. Of course, you must help her to become a good self.

Another word for "self" is "ego." Every person has an ego, and this is very important in how a person feels, thinks, and acts. A child who has a good ego is a happy and satisfied child. He thinks of himself as a good and smart person, and he is willing and ready to learn new things. If he believes he is smart enough to learn, he will try to learn. If he thinks he is dumb and cannot learn, he will not try.

Instead of the word "ego," some psychologists use the word "self-concept." They believe that the most important thing in building your child's basic personality is his self-concept. The way a child thinks of himself is his self-concept. This self-concept will influence his success in school work and later in life. You must help your child to have a good opinion of himself, so he will be successful in school and later in his life.

Vocabulary:

encouragement – en kėr' ij mənt – help; helping your child to keep trying

individual – in' də vij' ù əl – a person; a person who is himself and not a "copy" of someone else.

character – kar' ik tər – the way a person thinks, feels, and acts in the important things in life

personality – pėr′ sə nal′ ə tē – the way a person usually acts – friendly or unfriendly, bossy or cooperative, happy or sad, etc.

independence – in′ di pen′ dəns – freedom from control by others; freedom to be oneself

ego – ē′ gō – oneself; the whole person

willing – wil′ ing – wanting to

psychologist – sī kol′ ə jist – a person (scientist) who studies the behavior of people

self-concept – self- kon′ sept – your idea of yourself; how you think of yourself

influence – in′ flü əns – have power over; have much to do with

opinion – ə pin′ yən – thoughts; what someone thinks or believes about something

Assignment:

1. What are three emotional needs of preschool children?

2. Explain (tell about) each need.

(a)

(b)

(c)

3. If your child does something bad, do you still love him? Explain.

4. Discipline helps a child _____ himself.

5. The best gift you can give your child is freedom to become _____

6. Can a child who grows up without discipline become a happy person? Explain.

7. What is another word for "self"?

8. Why is it important for a child to have a good ego?

9. What is another word that is used for the word "ego"?

10. A child who has a good opinion of herself will be _____ in later life.

## UNIT IX – SAFETY AND HEALTH

**Safety Rules** **Lesson 1**

---

Objective: You will know the most important safety rules for children.

Information: The preschool child is very active and plays hard. To keep the child safe you must teach him safety rules. They will keep him from hurting himself and other children. Accidents are the leading cause (biggest reason) of death and injuries to children. To think of it another way, more children die of accidents than they do of disease. Injuries to children come from falls, cuts, bumping into objects, and blows from falling objects.

The most important rule to teach your child is to use things the way they were meant to be used. That way he will not get hurt. For example, a stick may be played with carefully if it is part of a game, but he should never run with that stick in his hand. Or he may not wave it

wildly in the air, because he might accidentally hit another child. Another example of using things the way they were meant to be used is scissors. If your child uses them properly, he will not be hurt. But if he uses them to scratch his face, or if he hits another child with them, someone will get hurt. Scissors were meant to cut paper, and using them any other way is dangerous. All things must be used properly for safety.

Outside of the home, children find sticks and stones that they like to play with, but these things are dangerous. When the children are young it is best not to let them play with these things, especially if you are not watching them. Inside the home are all kinds of things dangerous to children. Medicines, cleaning supplies, knives, and all other sharp objects must be kept in their proper places. Teach children not to play with these things because they are not meant for playing.

You as a parent must think what safety rules to teach your child, because everyone's home is different. As your child grows, you will see what new rules you must teach her to keep her safe. What safety rules can you think of for your child?

Vocabulary:

active – ak′ tiv – moving quickly; moving most of the time

injury – in′ jər ē – harm; damage to a person's body; hurt

disease – də zēz′ – sickness; illness

meant – ment – made to be used in a certain way

blow – blō – a hard hit

properly – prop′ ər lē – in the right way; correctly

especially – es pesh′ ə lē – at a certain time more than at other times; mainly; particularly

supplies – sə plīz′ – things that are ready to be used. Cleaning supplies are things to use in cleaning, such as ammonia, soap powders, etc.

object – ob′ jikt – thing you can touch or handle

proper – prop′ ər – correct; right

rule – rūl – what to do and what <u>not</u> to do; law

Assignment:

1. What is the biggest reason for death in children?

2. To keep children from hurting themselves and other children, teach them_____ _____

3. What is the most important rule to teach children about safety?

4. What two things are dangerous to children and are easily found outside of the home?

5. What things in the home are dangerous to children?

6. What safety rules can you think of yourself to teach children?

First Aid

Lesson 2

Objective: You will know what to do when your child is injured.

Information: Learn what to do when your child gets hurt. This is what we call first aid. The word "aid" means help, and sometimes you have to help your child first, before you call the doctor. Other times, if it is just a simple cut, bump, or scratch, you may not have to see a doctor. Here are a few easy first-aid rules to remember;

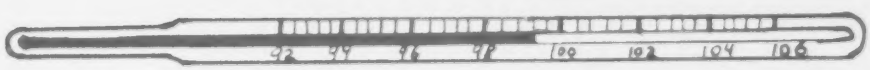
1. Always wash a small cut or scratch, to wash away the dirt. Soap and water is best. Put an antiseptic lotion or cream on the injury. You may use a small bandage, like Band-Aid or the same thing made by other companies. One good antiseptic is called Merthiolate.

2. Put ice on a bump immediately to keep the bump from becoming large.

3. Put cold water or an ice cube on a burn. It will take away the pain immediately and keep a blister from forming.

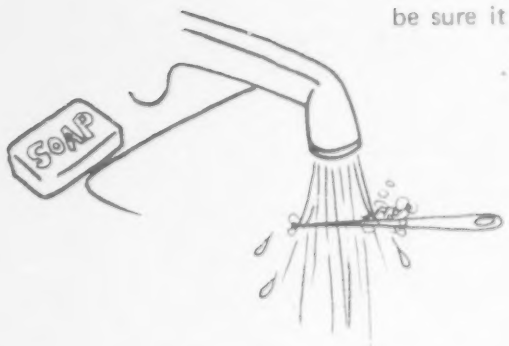
4. A little bleeding is good to clean out a small wound. Much bleeding is dangerous. Press (push) on the wound with a clean cloth or sterile gauze to stop the bleeding. If the bleeding is hard to control, have someone call a doctor while you press on the wound, or take your child to the emergency clinic at a hospital. All hospitals have emergency rooms where you can take your child when an accident happens. Try to stay calm.

5. Learn how to use a thermometer.



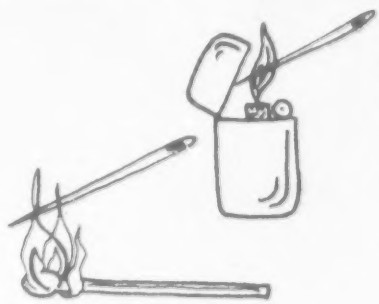

It is a sure way to tell if your child has a fever when he feels hot to you. A fever means your child is ill (sick).

6. When taking splinters out, be sure to wash the area (the place around the splinter) with soap and water first. Next clean the needle, and the tweezers also if you are going to use them. You want to be sure not to put germs into the body of your child. You can do this by washing the needle and tweezers with soap and water, by dipping them into an antiseptic solution, or by holding them over a flame for a few seconds. If you hold the needle over a flame, you can be sure it is sterilized (germs killed).




SOAP and WATER

ANTISEPTIC LOTION



FLAME

7. If your child hits her head on something, or falls and hits her head, do not put her to sleep. Keep her awake and watch for vomiting, pale color in the face, headache, falling asleep easily, and trouble with her vision (seeing). If any of these things happen to your child after a fall, check with your doctor immediately. If your child stops crying within 15 minutes, has good color, and does not vomit, then do not worry.

8. It is a very good idea to write down on a calendar every time your child is ill, what hurts him, and any accidents that happen to him. Keep this special calendar because it will be a help to you and your

doctor. You will have a permanent record of your child's illnesses, and your doctor will have answers to such questions as:

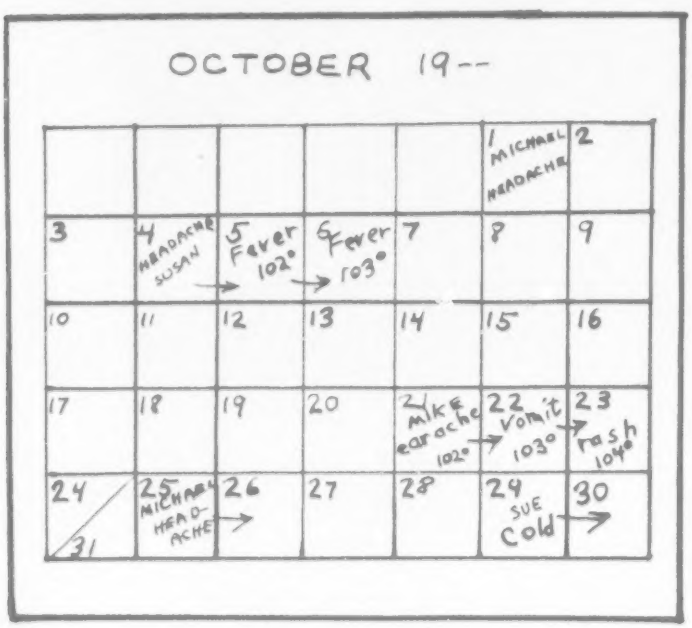
When did the headaches start?

How many times did he vomit?

How high was his fever?

When did he have an earache the last time?, etc.

These answers will be very helpful to the doctor.




Vocabulary:

antiseptic – an′ tə sep′ tik – preventing infection; keeping germs from growing. An infection is a sickness or pain made by germs that keep growing in the body.

lotion – lō′ shən – liquid (like water) that has medicine in it, used on the skin

antiseptic lotion – a liquid that has medicine in it that kills germs and keeps the wound clean. Some antiseptic lotions are iodine, Merthiolate, Mercurochrome, and peroxide. Iodine is very strong and hurts a lot; it is not used very much anymore because of that. Mercurochrome does not hurt at all, but is weak. Peroxide is good for cleaning a wound. Merthiolate stings (hurts), but it is a good antiseptic to use on small wounds.

blister – blis′ tər – a bump on the skin like a little bag filled with water.

form – fôrm – make, get started

wound – wünd – a hurt or injury caused by cutting, stabbing, etc.

sterile – ster′ əl – without any germs; extremely clean

gauze – gôz – a very thin, light cloth easily seen through

sterile gauze – a roll of very thin cloth that is very clean, without any germs on it. It comes in a little box. You buy it in a drug store and use it on wounds.

emergency – i mer′ jən sē – a need for very quick action; an important need to do something immediately

emergency room – a place where you can get very quick help when you need it in a hurry because of an accident.

thermometer – thər mom′ ə tər – something that measures temperature (how hot or cold a thing is)

area – ãr′ ē ə – place; a certain amount of space

solution – sə lü′ shən – a liquid with something else in it that you cannot see

permanent – pėr′ mə nənt – lasting, for a very long time

record – rek′ ərd – things written down and kept

permanent record – things written down and kept for a long time

illness – il′ nis – sickness; disease

Assignment:

1. What does the word "aid" mean?

2. What does "first aid" mean?

3. If your child gets a small cut or scratch, first _____ it.

4. What can you use to wash a cut or scratch?

5. What can you do when your child gets a bump?

6. What will take away the pain of a burn?

7. If your child has a wound that is bleeding very much, what should you do?

8. A _____ tells you if your child has a fever or not.

9. When taking out a splinter from your child, what do you have to be sure of?

10. What is the <u>best</u> way to be sure that your needle is sterilized?

11. If your child receives a blow (hit) on the head, what should you not do?

12. What should you watch for after a hit on the head?

13. Why is it a good idea to write down on a calendar when your child has a headache, fever, etc.?

4. When your child gets hurt, try to stay _____ to help her or him.

**Immunizations** **Lesson 3**

---

Objective: You will know how a child can be protected against certain diseases by immunizations.

Information: There are some diseases (illnesses) that a person will not get more than once. Once she has the disease and gets well again, her body becomes immune to that disease. "Immune" means protected from getting something.

Certain diseases are so serious that scientists have developed ways to immunize children so that they never will get these diseases. This protection we call immunization.

Every child can be immunized against these diseases: diphtheria, whooping cough, tetanus, polio, measles, and mumps. The immunizations against these diseases are given to your baby by a doctor. The doctor does this mostly by using injections, which are the "shots" given with the needles you see used in a doctor's office. You will want to protect your baby, because all these diseases are very serious. They give your child pain and can cause death.

The protection against polio is not given by a needle but by putting drops into your baby's mouth.

When your baby is 1 to 2 months old you can take him to a pediatrician (a doctor who takes care of children). The doctor will take care of all the shots your baby needs. Or have somebody call your local public health agency on the phone to find out where and when to take your baby to get free immunizations. The local public health agency is the health department in your town or city. Most of them give free immunizations. The health agency will tell you what kind of immunizations your child needs and at what age he needs them.

One important thing to remember is this: be sure to write down all the immunizations (shots) your child gets, and the date he gets them. You will be happy you did this, because you will have to know about his immunizations:

1. When your child goes to school.
2. If he goes to summer camp.
3. When he gets sick.
4. If you change doctors, your new doctor will want to know what immunizations your child has had.

Writing this down will be another permanent record (remember?) you will want to keep in a safe place with other important papers. It is very easy to forget what kinds of shots your child has had. Keep a record for each of your children.

After your baby receives his first injections, he will need more of the same kind later on to keep him protected. This second group of needles we call booster shots, because these help the first ones.

D – diphtheria
T = tetanus
P = whooping cough (pertussis)
TOPV - polio (Trivalent Oral Polio Virus)

| Age of Child | Injections |
|---|---|
| 2 months | DTP, TOPV |
| 4 months | DTP, TOPV |
| 6 months | DTP, TOPV |

| Age of Child | Injections (cont'd.) |
|---|---|
| 12 months | Measles |
| | German Measles (rubella) |
| | Mumps |
| | Tuberculin test |
| 18 months | DTP, TOPV boosters |
| 4–6 years | DTP, TOPV boosters |
| 10–12 years | DTP booster |

The DTP booster should be repeated every 10 years or when your doctor thinks your child needs it because of injury.

Vocabulary:

protect – prə tekt′ – keep from harm, guard, keep from danger

immune – i mūn′ – protected from a disease by something in the body

serious – sir′ ē əs – important; dangerous

immunization – i′mūn nə zā′ shən – protection against disease with a special medicine given by a doctor

injection – in jek′ shən – forcing a liquid into the body of a person with a special needle

shot – shot – common word for an injection

pediatrician – pē′ dē ə trish′ ən – a doctor who takes care of babies and children

local – lō′kl – nearby, closest to where you live

public – pub′ lik – belonging to the people; used by all the people

agency – a′ jən sē – office; a place of business

department – dē part′mənt – a part of the government

booster shot – büs′ tər – an extra shot given after some years to keep a person immune to (safe from) a disease

Assignment:

1. How can a baby be protected against some serious diseases?

2. What is the name of a doctor who takes care of children?

3. At what age should your child start receiving immunizations?

4. Where can your baby receive free immunizations?

5. What is another name for injection?

6. What should you remember to do after your baby receives immunizations?

7. What are booster injections?

Health Habits — Lesson 4

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Objectives: You will know the importance of regular medical checkups.

You will know good habits to teach your child.

Information: Regular medical checkups are important for your child. That means that you should take your child to a doctor at certain times. Do not wait until your child gets sick. Regular checkups help prevent sickness. Here is a list of good checkup times:

Once a month from birth to 6 months.

Every 2 months after that up to 2 years.

Every 4 months for the 2-year-old.

After that, once a year until your child enters (starts) school.

Once a year during school years.

WRONG!

Take your child to see a dentist twice a year, starting as early as 2½ years.

Teach her all the good health habits you know by doing them with her when she is young, and letting her see you do them. Repeat over and over again. You already know many health habits and your child should learn to do these things without even thinking much about them.

1. Your child must wash his hands every time before eating.

2. Teach him to brush his teeth after meals and at bedtime.

3. Teach him to cover his mouth when he coughs or sneezes. If at the table, he should also turn his head away from people and the table.

RIGHT!

4. Be sure he washes his hands with soap and water after going to the bathroom.

5. Give him a bath every day and shampoo his hair often.

6. Keep your house and his bedroom clean.

7. If food falls on the floor, teach him not to eat it unless it is washed first.

8. Teach him not to drink from other peoples' glasses or soda bottles. He should not eat from other peoples' plates.

9. Be sure your child has enough sleep. He should take a nap or a rest in the afternoon until he goes to school.

10. Give your child good, nutritious food. Do not give him too much candy, soda, cake, cookies. It is better to give him a snack of fruit, dried fruit, raw vegetables, or fruit juice. Some cookies, such as oatmeal cookies, are less sweet and better for your child than others.

11. Teach your child not to put anything into his mouth except food.

12. Teach him to use only his own towel, washcloth, comb, brush, and toothbrush.

Can you think of other health habits to teach your children?

Vocabulary:

regular – reg′ yə lər – coming again and again at the same time

checkup – chek′ up – a careful testing of a person's body by a doctor – the skin, mouth, heart, lungs, etc.

habit – hab′ it – something you do again and again without much thinking

prevent – prē vent′ – keep from happening

repeat – ri pēt′ – to do again

nutritious – nü trish′ əs – healthful (as a food); important to the body for health and growth

Assignment:

1. Take your child to see a doctor only when he is sick. T or F?
   _____

2. How often should you take your child to see a dentist?

3. How can you teach your child good health habits?

## UNIT X – CHILDHOOD GROUP GAMES

**What Childhood Games Are** **Lesson 1**

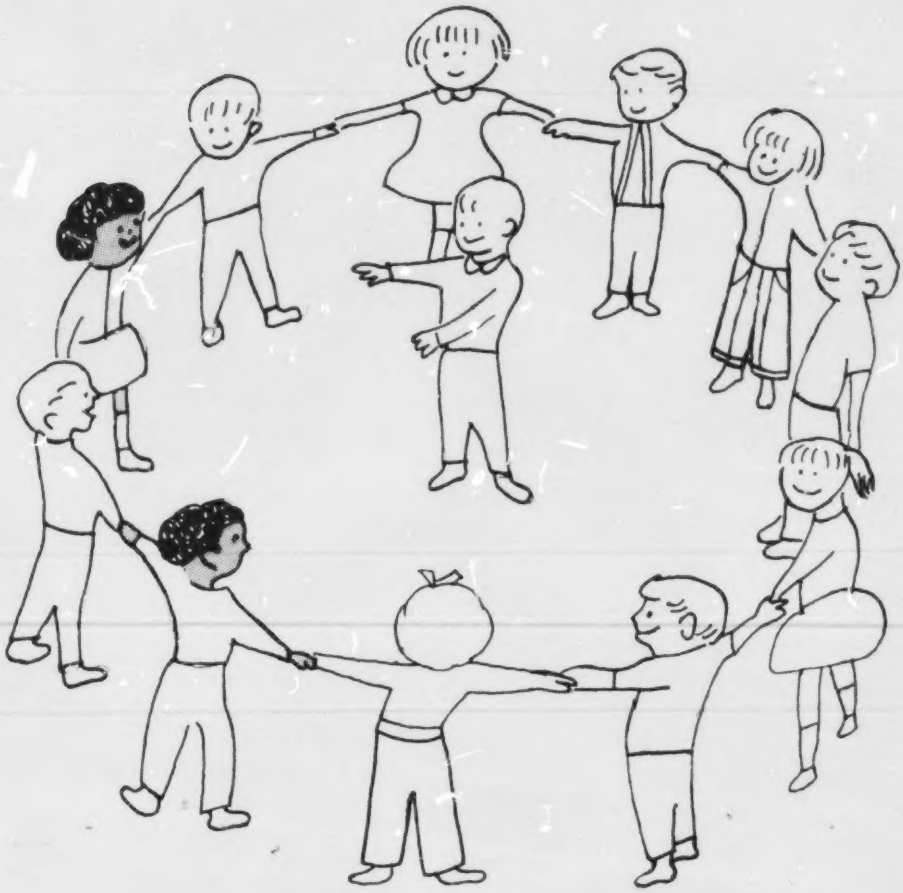
---

Objective: You will learn about childhood group games.

Information:

Children love to play childhood games in which they can sing and play at the same time. They do not get bored when they play the same game over and over again. Learn the words of the songs and play with the preschoolers. When you are a parent you can teach your child the games and watch her play these games with other children. If you have a group of preschoolers at your house, they can play these games together.

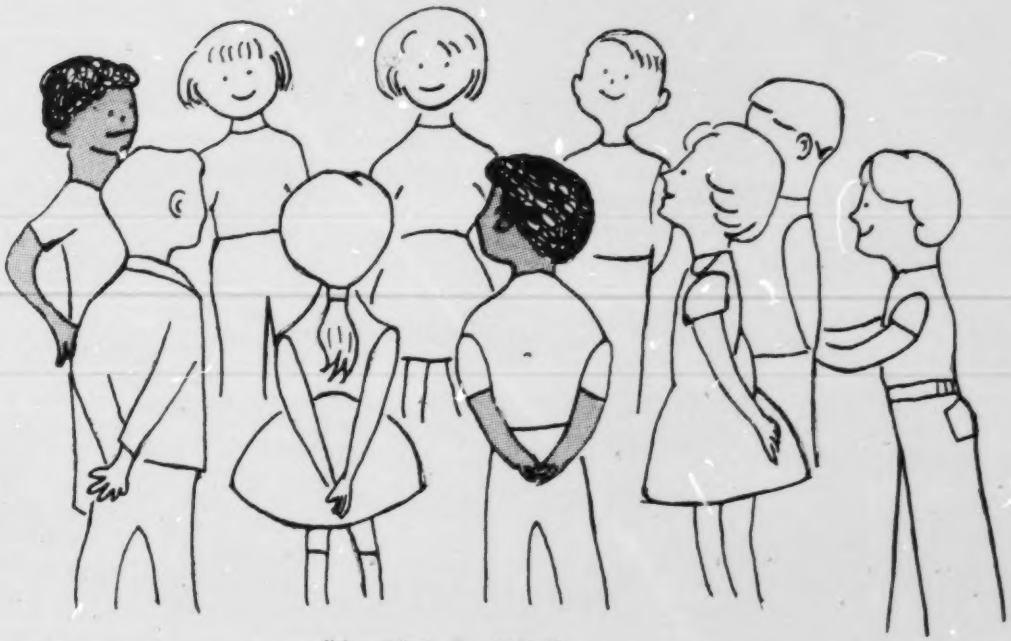
Children 4, 5, 6 years old need guidance (help) while playing group games. They need someone to explain what to do and keep everything organized (going well). You will have to decide who will be the farmer in "Farmer in the Dell", or who will be first in "A-Tiskit, A-Taskit". At this age they need you to be near them, to help them keep things under control.



"Farmer in the Dell"

If a child does not want to play in a group game, do not force him. He may sit and watch. He is too young and immature to play in the group. He probably plays better with one or two children at one time than with a large group. Young children at first like to play with only one or two friends. As they grow older they begin to enjoy a larger group of children. We have said that children develop at their own rates of speed. Here is another example of this – some will be ready to play in a group game sooner than other children. Usually, a 3-year-old is too young for group play, while 4- and 5-year-olds are ready. But it depends on the child. Some grow up faster than others. You, as a parent, will know when your child is ready for group playing.

Group play teaches children to take turns, to obey the rules of the game, and to share the fun with other children. Encourage your child to play with other children; this will help her to develop normally.



"A - tisket, A - tasket"

Vocabulary:

group – grüp – three or more people (or things) together

guidance – gīd' ns – showing what to do; giving help or leadership or direction to others.

organize – ôr' gən īz – put into working order; keep something going well

decide – di sīd' – to tell what to do; to choose between different ones

force – fôrs – to make someone do something by using strength or power

immature – im' ə chûr' – not fully developed; "young for one's age"

encourage – en kėr' ij – to help a child by making him want to do something

Assignment:

1. In childhood games, children _____ and _____ at the same time.

2. Children get bored playing the same game over and over again. T or F?

3. Preschool children can play group games by themselves very well. T or F?

4. What should you do if a child does not want to play in a group game?

5. All children are different, but <u>usually</u> how old are they when they are ready for group play?

6. Why is group play good for children?

## UNIT X – CHILDHOOD GAMES

**Words of Some Childhood Games** **Lesson 2**

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Objective: You will learn the words of some childhood games.

Information: Here are the words to some group games that children like to play.

### A-tiskit, A-taskit

A-tiskit, A-taskit
A green and yellow basket,
I sent a letter to my love
And on the way I lost it.
I lost it, I lost it . . . .

### Ring Around A Rosy

Ring around a rosy,
A pocket full of posies.
Ashes, ashes,
We all fall down!

### Go In and Out the Window

Go in and out the window,
Go in and out the window,
Go in and out the window,
As we have done before.

## ABC Song

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S, and T, U, V,
W, X, and Y, and Z.
Now I've said my A, B, C,
Won't you come and sing with me?

## London Bridge

London Bridge is falling down,
Falling down, falling down,
London Bridge is falling down,
My fair lady.

London Bridge is half built up,
Half built up, half built up,
London Bridge is half built up,
My fair lady.

London Bridge is all built up,
All built up, all built up,
London Bridge is all built up,
My fair lady.

Here comes the lightning to light you to bed,
Here comes the hatchet to chop off your head.

Take the keys and lock him (her) up
Lock him up, lock him up,
Take the keys and lock him up,
My fair lady.

## The Farmer in the Dell

The farmer in the dell,
The farmer in the dell,
Heigh-O, the derry-O,
The farmer in the dell.

The farmer takes a wife,
The farmer takes a wife,
Heigh-O, the derry-O,
The farmer takes a wife.

The wife takes a child,
The wife takes a child,
Heigh-O, the derry-O,
The wife takes a child.

The child takes a nurse,
The child takes a nurse,
Heigh-O, the derry-O,
The child takes a nurse.

The nurse takes a dog,
The nurse takes a dog,
Heigh-O, the derry-O,
The nurse takes a dog.

The dog takes a cat,
The dog takes a cat,
Heigh-O, the derry-O,
The dog takes a cat.

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The cat takes a rat,
The cat takes a rat,
Heigh-O, the derry-O,
The cat takes a rat.

The rat takes the cheese,
The rat takes the cheese,
Heigh-O, the derry-O,
The rat takes the cheese.

The cheese stands alone, ) Clap hands
The cheese stands alone, ) Clap hands
Heigh-O, the derry-O, ) Clap hands
The cheese stands alone. ) Clap hands

Here We Go Round the Mulberry Bush

1. Here we go round the mulberry bush,
The mulberry bush, the mulberry bush,
Here we go round the mulberry bush,
So early in the morning.

2. This is the way we wash our clothes,
Wash our clothes, wash our clothes,
This is the way we wash our clothes,
So early Monday morning.

3. This is the way we iron our clothes,
Iron our clothes, iron our clothes,
This is the way we iron our clothes,
So early Tuesday morning.

4. This is the way we scrub our floors,
Scrub our floors, scrub our floors,
This is the way we scrub our floors,
So early Wednesday morning.

5. This is the way we mend our clothes,
Mend our clothes, mend our clothes,
This is the way we mend our clothes,
So early Thursday morning.

6. This is the way we sweep the house,
Sweep the house, sweep the house,
This is the way we sweep the house,
So early Friday morning.

7. This is the way we bake our bread,
Bake our bread, bake our bread,
This is the way we bake our bread,
So early Saturday morning.

8. This is the way we go to church,
Go to church, go to church,
This is the way we go to church,
So early Sunday morning.

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